

RAY, GRETCHEN A.
THESIS
1954

INTEGRATION OF SPEECH WITH
THE STUDY OF ENGLISH —
A PROGRAM OF STUDY FOR THE ELEVENTH
GRADE VOCATIONAL GROUP.

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THESIS

INTEGRATION OF SPEECH WITH THE STUDY OF ENGLISH-

A PROGRAM OF STUDY

FOR THE ELEVENTH GRADE VOCATIONAL GROUP

First Reader: Gilbert Provost, Associate Professor of
Speech Education
Second Reader: Louise Kingman, Instructor in
Speech Education

SCHOOL OF EDUCATION
AUGUST 14 1954
1954

SUBMITTED BY

GRETCHEN A. RAY

(A. B. BATES COLLEGE)

1944

In partial fulfillment of the requirements
for the degree of Master of Education

1954

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School of Education
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AUGUST 24, 1954
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First Reader: Wilbert Pronovost, Associate Professor of
Speech Education
Second Reader: Louise Kingman, Instructor of
Speech Education

First Reader: Wilbert T. Brown, Associate Professor of
Speech Education
Second Reader: Louise R. Brown, Instructor of
Speech Education

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I. JUSTIFICATION

INTRODUCTION. In our complex world where the individual is placed upon his ability to express himself, training in speech at the secondary level is of the utmost importance. Because it is the aim of the English teacher to provide students with training in at least one of the fundamental skills of language, it is essential that the English teacher be conversant with the latest developments in the field of speech education.

STATEMENT OF PROBLEM. The proposed plan is to take the eleventh grade General English course as it now stands and to correlate with it a course in speech education. This correlation will prepare the vocational student to meet the demands of the labor market. The vocational student is not prepared for the secondary school.

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JUSTIFICATION OF THE STUDY. The vocational student is in particular need of speech training especially in the fundamental skills of speech. These students do not have the specialized training which is available. As it is necessary to have a student who is able to communicate in the English language, it is essential that the English teacher be conversant with the latest developments in the field of speech education. This correlation will prepare the vocational student to meet the demands of the labor market. The vocational student is not prepared for the secondary school.

¹ Veda Farnham, "Integration of Speech Education With English and Social Studies," The Bulletin of the National Association of Secondary School Principals, May, 1934, p. 72.

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¹ Waldo Phelps, "Integration Of Speech Education With English And Social Studies," The Bulletin Of The National Association Of Secondary School Principals, May, 1952, P. 79.

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¹ Waldo Phelps, "Integration of Speech Education with English and Social Studies," The Bulletin of the National Association of Secondary School Principals, May, 1932, p. 70.

discipline, the general practice has been to combine such training with English and/or social studies. The plan is a good one and should be encouraged."

He continues by giving the following reasons:^{1/}

1. It provides a method for bringing speech training to all students. The apprentice carpenter or plumber should have training which will enable him to participate in union meetings when he feels that he has a contribution to make. The young housewife, attending her first P.T.A. meeting, should know how to meet people, to ask questions of a speaker, and to participate in the discussion period.

2. The plan provides a continuing program of speech education throughout the school career of the student. The ability to express oneself cannot be achieved in such a short space of time. A speaker must accomplish many more things simultaneously than are demanded in spelling, writing, or reading. If a program for integrating speech training into English and social studies courses is to realize its potentialities, it must, therefore, be based on continuous study and practice throughout the school life of the pupil.

3. The plan can be evolved by every secondary school.

As for the necessity of speech training for industry, Brenda Sexton writes in a recent article:^{2/}

Millions of boys and girls who are now in high school will belong to one union or another some time within the next ten or fifteen years. Their ability to function effectively within these organizations will, to a large extent, determine the kind of lives that they will lead, and most especially the kind of eco-

¹ Phelps, op. cit., P. 80.

² Brenda Sexton, "Labor Supports Speech Education," The Bulletin Of The National Association of Secondary School Principals, January, 1954, P. 13.

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conomic rewards that they will receive for their work. In order to be able to function effectively within labor unions, one must be able to talk sensibly and effectively, as well as to listen.

In common with most modern organizations labor unions increasingly are attempting to assist their members in developing the skills of communication. As in the rest of our society, a revolution in the arts of communication is in progress within the labor union movement. Discussion increasingly replaces declamation as participation in the movement grows, and as need for the orator and agitator declines. In the union hall and at the bargaining table, persons skilled in communication are at a premium and their talents are highly valued. These people are able to help win economic rewards not only for themselves as individuals but also for their fellow workers. As a result, they very often win considerable prestige amongst their fellows. They may even become important and influential officials of the organizations to which they belong. With the support of unions, they are also very often effective in influencing the affairs of the community in which they live. The ability to communicate is all but indispensable in a democratic society. The high-school pupil who develops this skill may very well find that its exercise will bring to him greater rewards than any other skill that he has acquired while at school.

To further substantiate this point of view Hill claims: ¹/

A related bit of evidence can be found in the analyses of 'traits needed to succeed in a job' that are published. In many of these two traits, of concern to this review are mentioned: ability to express one's self and ability to get along with fellow workers. The former carries an evident relationship to this problem. The latter certainly carries the implicit suggestion that 'what one says' and 'how he says it' are important parts of this ability.

¹Charles N. Hill, "The Value of Speech Training for Men in Industry," The Bulletin Of The National Association Of Secondary School Principals, January, 1954, P. 9.

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He continues by saying: ^{1/} cooperate although there is lack of initiative. As their attention span is generally short, the

If we take 'speech training' in the sense of communication, there are many evidences of its use and usefulness. Included would be the day-to-day social evidences of oral communication, the impact of utterances upon fellow workers and the 'bosses,' the round-the-table conferences (directed and non-directed) to solve industrial problems, the bargaining conferences between industry and labor, the meetings of the corporation, the radio forums, the testimony before Congressional and Legislative committees, etc.

A further extension of this area would include listening. Perhaps since as in speech education it has only recently received attention, the industrialist has not yet associated his many telephone conversations, etc. with the process. There is evidence that this is a part of the whole process. There are few industrialists who do not know that they must listen a great deal, though the idea of training in this skill may be new.

He concludes by stating: ^{2/} "The writer has no hesitation, on the basis of both his experience and education, to declare: 'Speech training is of top-ranking importance to the industrialist!'

SCOPE. This particular group is composed of 18 boys who have been put in a general course as they have exhibited no aspirations to attend a college after graduation. Their chronological ages run from 16-18 years; their I. Q.'s range from 97-114; and their leisure-time interests include the mechanics of hot rods, auto racing, jazz bands, teen-age problems, and the reading of fiction. Many of them have little interest in

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II. REVIEW OF RESEARCH

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II. REVIEW OF RESEARCH

No matter what profession, business, or field of industry we enter, most of us after graduation will speak from a hundred to a thousand times more than we write. Oratorical questions arise in regard to the practical value of certain courses during the secondary level of education. One fact is certain--the English language is the only thing in the entire course of study that every one of us will have to use, everyday, during the rest of his life. The ability to speak well is one of the most useful requirements in life.

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The secondary school occupies a place of particular importance in the educational scheme. Except for a limited number of colleges, it is the last free public institution in which young people can go before they start to earn a living, get married, or assume certain types of civic responsibility. Each year approximately 3,000,000 pupils are enrolled in secondary schools. Upon records of previous years it can be predicted that only 20% of these people will continue their formal education in colleges and universities.

Slightly over 50% of the graduates of high schools must immediately go about the business of earning a living and give up a chance to continue their education. The school is the place where they find themselves. For them high school is a terminal education institution. Consequently, secondary school administrators and teachers alike must furnish all American youth a practical education, one which is as functional as possible in daily living. It must provide experiences and information, develop attitudes, and foster the acquisition of skills that will equip the individual to meet the problems and make the adjustments necessary for

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¹Karl Robinson, Teaching Speech in the Secondary Schools, pp. 1-3.

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a successful and happy life in a democracy. At the same time it must include broader appreciations and understandings of our culture which will enable the student to see beyond a mere bread-and-butter existence. Furthermore, educators realize that instruction must be adapted to the needs, interests, and abilities of the individual so that his whole personality may be developed to the greatest extent possible. The four objectives set down by the National Educational Policies Commission indicate the scope of this kind of secondary education: (1) Self-realization - the personal development of the student; (2) Happy social relationship - the ability of the individual to get along with people in our society; (3) Economic efficiency - adequate vocational training; (4) Good citizenship provision for willing and competent acceptance of civic responsibilities.

In chapter I of the May 1952 issue of The Bulletin of the Association of Secondary School Principals the writer states that ^{1/} "Education is always interested in the development of thinking. One way to develop thinking is to develop speech. Through planned experience in speaking comes growth in thought and speech." In a complex urban culture, the man who cannot speak well is often handicapped.

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Speech appropriate to group living is characteristic of the individual who gets along well with others. Personality traits and attitudes seem to be most often revealed in

¹ The Bulletin Of The National Association Of Secondary School Principals, May, 1952, Chapter I "A Program of Speech Education," P. 8.

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speech, and significant development in speech is usually accompanied by significant gains in personality. Successful communication depends upon the understanding, respect, tolerance, and sympathy which speaker and hearer have for each other.

In a free society, the welfare of all the citizens depends ultimately upon public opinion. A citizenry able to differentiate between sound and fallacious reasoning, to distinguish between acceptable and shoddy evidence, to tell an honest speaker from a verbal swindler--This is the minimum essential for the survival of a free and responsible society in a chaotic world.

Robinson, too, feels the great need for speech education in the secondary schools, for he claims:^{1/}

Into this educational picture have come four powerful instruments of communication--the telephone, the radio, television, and the talking picture. Through them, masses of people are educated and influenced in ways that have departed widely from older concepts of formal education.

These inventions have extended and intensified the use of the oldest tool by which man develops civilization, transacts business, and operates government.

It is therefore the responsibility of the secondary school to provide training in the basic elements and the more specialized forms of speech, so that all students may have the opportunity to achieve proficiency in these essential skills. It is the right of every high-school student to have speech training as an integral part of a system of free public education. Citizens in a democracy must be competent in speech.

In their introduction to their book, Your Speech And Mine, Rhoda Watkins and Eda B. Frost also realize this immediate need.

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¹ Robinson, op. cit., P. 7.

² Rhoda Watkins and Eda B. Frost, Your Speech And Mine, P. iii.

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realize their obligation to themselves and to their country to speak her language clearly, pleasantly, exactly, and effectively."

Speaking from the point of view of the speech teacher, Loren Reid states: 1/

A teacher of speech should keep alive in the minds of all his students the simple thought that our prosperity and our freedom alike depend upon the ability to communicate our ideas one to another; that when a student makes a speech, contributes to a discussion, participates in a debate, broadcasts over a microphone, or acts in a play - even when he learns to make a vowel more audible, or a consonant more clear - he is in a small measure preparing himself for the greater responsibilities of imaginative leading and discriminative following. A government in which all the voters participate needs many avenues for the dissemination of information, and many opportunities for speech and discussion. A democracy cannot make the great decisions about how to prepare for war and how to maintain peace unless all citizens and their elected representatives can talk freely about common problems and possible solutions.

Furthermore, the human spirit cannot attain its greatest dignity in every day living unless everyone can enjoy freedom of speech.

Robinson states: 2/

A speech program for the secondary school should serve all students. It should foster the correction and improvement of defective speech habits; it should develop the students' proficiency in good speech habits and skills for daily living; it should also train persons in the more specialized speech activities which are individually valuable to them.

High school training cannot begin with the latest and most complex forms of speech communication. It must start

¹ Loren Reid, Teaching Speech In High School, P. 2.

² Robinson, op. cit., P. 5.

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with the simpler forms and include 'finger exercises'. It is fallacious to assume that because all human beings talk, they therefore possess basic speech skills. To begin with, 10% of the pupils in schools have speech defects. That is, they have deviations from normal speech that are conspicuous and may interfere with their success in life. Gradually, this 10% is being included in speech education, along with the blind, the crippled, and the hard-of-hearing. As a rule this work is conducted in the elementary schools. If little or nothing has been done at that level, many of these persons with speech defects enter secondary school, where they should and must be treated before graduation. In some states, programs of speech correction have moved rapidly because educators are usually easier to convince that the most needy few should be helped first. They overlook the fact that all students should have help, even though their needs may be less apparent. The result is that the 40% with inadequate speech need training in basic speech and that 100% of the students need training which they do not commonly get in those forms of speech that have become increasingly important in modern life. To serve these pupils, a program of basic skills in speech should be offered in all secondary schools. More specialized instruction in public discussion, debate, interpretive reading, radio, and theater can be provided through course or extracurricular programs which include these fields. All make important contributions to the development of the student, the school, and the community.

Franklin H. Knowler says: 1/

Speech that is good in the philosophical sense has many facets. Who has not known the man who had a contribution to make to an idea under discussion but who lacked the courage to speak up; or another man with a sense of social responsibility who made that contribution, easy or difficult though it was for him to do it. Training in this art is a job for general speech education. General speech education cannot succeed in a vacuum. He who wishes to speak well learns the difference between the superficial and the reasonable, the trivial and the important, the irrelevant

¹ Franklin Knowler, "Speech Education for All American Youth," The Bulletin Of The National Association Of Secondary School Principals, January, 1948, P. 13.

with the simplest forms and includes 'finger exercises'. It is fallacious to assume that because all human beings talk, they therefore possess basic speech skills. To begin with, 10% of the pupils in schools have speech defects. That is, they have deviations from normal speech that are conspicuous and may interfere with their success in life. Gradually, this 10% is being included in speech education, along with the blind, the crippled, and the hard-of-hearing. As a rule this work is conducted in the elementary schools. If little or nothing has been done at that level, many of these persons with speech defects enter secondary school, where they should and must be treated before graduation. In some states, programs of speech correction have moved rapidly because educators are usually eager to convince that the most needy few should be helped first. They overlook the fact that all students should have help, even though their needs may be less apparent. The result is that the 40% with inadequate speech need training in basic speech and that 100% of the students need training which they do not commonly get in those forms of speech that have become increasingly important in modern life. To serve these pupils, a program of basic skills in speech should be offered in all secondary schools. More specialized instruction in public discussion, debate, interpretive reading, radio, and theater can be provided through courses or extracurricular programs which include these fields. All make important contributions to the development of the student, the school, and the community.

Franklin R. Knower says:

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and the significant ideas. He learns this because he has developed his discrimination in the 'market of the mind.' General education in speech should provide that 'market place.' The good speaker has that standard of speech which leads him to speak fairly. He knows the power of the spoken word, and he will not abuse that power. He rises his energies to negate 'the scheming of the wrong people who have learned how to use the tools efficiently.' Such ethics are the product of cultured minds.

It is evident that speech education in the secondary field is of the utmost importance, but what are the basic requirements? Franklin Knower again contributes by saying: ^{1/} "General speech education must be group education. It must be education for all. Individual needs for speech education cannot be completely described either in terms of the correction of the defective or the development of the talented. The defective as well as the average in speech achievement stand in need of guided learning experience in making their contribution to the group, in picking wisely the leaders who are to be their spokesman."

Knower also states: ^{2/} "In general education we teach the mechanics of good speech, the skill in the use of the tools which are the means to the end; the voice, articulation, the language, the bodily action, the manipulation of ideas."

Weaver believes that successful living requires four goals: (1) self-realization, (2) happy social relationships, (3) good

¹ Knower, op. cit., P. 12.

² Loc. cit.

citizenship, and (4) economic efficiency. He states: ^{1/}

One major purpose of this course is to reduce the number of times we are made unhappy by ineffectiveness of speech. The first step in becoming our best selves is to discover our strong and our weak points. When we have clear pictures of our needs, we can lay out an intelligent program for improvement.

Speech is a way of living with others. Man has a need for mental and spiritual comradeship, and he attains it principally through speech. It is extremely important for us to make the right impression in our face-to-face relationship; to know how to get and hold attention in all speech situations; to communicate effectively with our families; to get along with our friends at school; to be able to say what we wish to say in class; to stir up rich and detailed meanings when reading aloud; to make characters in plays live as real people; and to express our views and convictions effectively in public.

Democratic government is conducted by people who speak. The duties of citizenship begin in the home and in school. Most schools have some form of self-government; and if we are good citizens, we participate in it. Through discussions with our friends, club meetings, assemblies, representatives from other schools we reach the successful solving of many of our school problems. A citizen of a democracy must help to solve the problems of the community, the state, the nation, and the world of which he is a part. This duty may involve merely discussion and voting, but it also may lead to holding office. Good voice quality, expressive and communicative action, mastery of the English language, acceptable social attitudes, and something worth while to say have helped to make ordinary people leaders.

The average person considers his job, selects his job, applies for his job, and holds his job through speech. In the United States today there are more than twenty thousand different ways of earning a living, and effective speech is useful in every one.

In Chapter I of the April, 1952 issue of The Bulletin Of

¹ A. Weaver, G. Borchers, Speech, pp. 1-4.

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In Chapter I of the April, 1932 issue of The English or

The National Association Of Secondary School Principals the writer believes that ^{1/} "Speaking experiences should be planned (a) to meet the needs of the pupil who may never have the opportunity to take a formal course in speech; (b) to meet the social, political, and economic needs of the individual in a democratic society in which he participates in his day-by-day living."

In speaking of a well-developed speech program Robinson states: ^{2/}

To achieve the maximum effectiveness this training must be (1) a continuing program from the nursery school through the university. (2) It must be a flexible program, adjusted to individual student needs, interests, and abilities. (3) It must be consistent with conditions in the particular school and community where it is instituted. (4) It must be a program which is broad and well-organized. Speech class work and extracurricular activities in speech should be combined with practical follow-up applications in all types of oral communication situations in which this training functions throughout the school and community. Speech in secondary education thus becomes a vital means of implementing democratic participation for all students.

Reid believes that every speech course should have four aims: ^{3/}

1. The speech course should improve voice, articulation, and other fundamental processes. To bring each student up to at least minimum standards in the fundamental

¹"A Program of Speech Education," op. cit., P. 9.

²Robinson, op. cit., P. 6.

³Reid, op. cit., pp. 18-22.

THE NATIONAL ASSOCIATION OF EDUCATORS

REPORT ON THE PROGRESS OF SPEECH EDUCATION

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processes is an inescapable responsibility of the teacher of speech. Each student should be able to utter words with reasonable distinctness, whether he is speaking, reading, or acting. His voice should be reasonably flexible and pleasant. He should be able to use language effectively, and with an understanding of what his words mean. His posture, poise, and movement should be well motivated. During the course the teacher will be concerned with a variety of activities and assignments, but he should be on the alert for opportunities to improve his students in these fundamental aspects of communication.

2. The speech course should improve personality. No teacher of speech can ignore his tremendous responsibility to develop the personality and character of his charges. He comes face to face with the problems of listlessness, timidity, belligerence, dependence, and insecurity. In helping students to gain confidence, he makes possible the improvement of still other aspects of personality. He does not need to preach or moralize; his opportunities are immediately at hand, ready to be exploited in an unpretentious way.

3. The speech course should teach the skills underlying the various forms of effective communication. This might include conversation, interviewing, speech making, debating, discussion, reading aloud, pantomime, acting, parliamentary procedure, choral reading, puppetry, vocabulary building. A speech course that planned to do the best job of teaching communicative skills would employ a variety of activities.

4. The speech course should prepare a student for participation in a democratic society. The teacher should point out the implications of some of the topics which prepare a youngster for his role in a democratic government so that he will see that speech is one of the ways of participating more freely in the obligations of citizenship. Interpretation as well as speech making, can enliven the democratic ideal. Their vivid presentation of situations and attitudes can make democratic living more meaningful.

In regard to the kinds of experiences in speech which should be included in a good speech program, in Chapter I, "A Program of Speech Education", from the May, 1952 Bulletin of the National

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In regard to the kinds of experiences in speech which should

be included in a good speech program, in Chapter I, "A Program of Speech Education", from the May, 1952 Bulletin of the National

Association of Secondary School Principals, the writer states:^{1/}

1. To make inquiry and disclose information interviews, introductions, reports, explanations of basic concepts, explanation of processes (how something is made), explanation of the causes of a social movement or phenomenon; conferences; biographic sketches; reading aloud of informative materials; job and vocational requirements.

Such endeavors in the school program encourage the gathering of information from persons, reading, and observation; habits of clear organization and presentation; building of a functional vocabulary; the experience of direct two-way communication with an audience of one's peers; the satisfaction of making useful contributions to others; listening with accuracy.

2. To ascertain the truth and advocate it. Experience in discussion can be designed (1) to examine problems that spring out of general educational materials and processes, and (2) to produce, express, and support opinions, to develop a feeling for the attitudes necessary to making admissions, concessions, and compromises in order to reach group agreement and to provide experience as participants and leaders.

3. To understand literature and interpret it. Close and accurate observation of printed matter enlarges the spoken vocabulary and illustrates the satisfaction derived from communication which gives pleasure to others.

4. To know the drama and interpret it. Creating and playing rolls develops insight into human, emotional, and aesthetic values; expressiveness of voice and body is enhanced; the foundation is laid for the appreciation of the cultural contributions of the theater and dramatic literature.

5. To evaluate the dynamic powers of radio, t.v., and the motion picture, and to respond intelligently to them.

In her "Speech for the Slow Learner" Evelyn Kronigsberg cites six objectives which should be included in a well-devel-

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In her "Speech for the Slow Learner" Evelyn Kromberg cites six objectives which should be included in a well-level-

oped program for the slow learner. ^{1/}

1. The ability to listen to speech and to comprehend meaning
2. The ability to use speech to seek information, to share with others, and to contribute in a social group
3. The ability to read aloud effectively a simple passage to a group
4. The ability to speak clearly, fluently, effectively before groups with which the student is likely to be associated
5. Improved voice quality
6. Improved habits of articulation

She continues to say: ^{2/} "The object is not to 'cover' a course of study, but to bring about real and desirable changes in the attitudes and habits of the students. It is apparent, therefore, that the speech course for the slow learner should be primarily a course in social adjustment--A highly effective means of making a happy experience."

In regard to integrating speech with other subjects Waldo Phelps says: ^{3/} "While it may be possible to integrate speech education with almost any other discipline, the general practice has been to combine such training with English and/or social studies. The plan is a good one and should be encouraged."

He continues by giving the following reasons: ^{4/}

¹ Evelyn Konigsberg, "Speech for the Slow Learner, "The Bulletin Of The National Association Of Secondary School Principals, January, 1948, P. 15.

² Ibid., P. 16.

³ Phelps, Op. cit., P. 80.

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1. It provides a method for bringing speech training to all students. The apprentice carpenter or plumber should have training which will enable him to participate in union meetings when he feels that he has a contribution to make. The young housewife, attending her first P.T.A. meeting, should know how to meet people, to ask questions of a speaker, and to participate in the discussion period.
2. The plan provides a continuing program of speech education throughout the school career of the student. The ability to express oneself cannot be achieved in such a short space of time. A speaker must accomplish many more things simultaneously than are demanded in spelling, writing, or reading. If a program for integrating speech training into English and social studies courses is to realize its potentialities, it must, therefore, be based on continuous study and practice throughout the school life of the pupil.
3. The plan can be evolved by every secondary school.

Furthermore, ^{1/} "The plan for integrating speech education into English and/or social studies should not be regarded as a complete speech education program for any school. It should rather be thought of as providing limited background and practice for all students throughout their school careers, and as preparation for the many pupils who will elect specialized courses. The two approaches, one integration and the other separate classes, should be thought of as amplifying and supporting each other in any planning by a school administration."

Robinson feels that ^{2/} "Traditionally there are two areas in which speech and English come together. One is what we know as composition; the other is literature. Common ground exists

¹ Phelps, op. cit., P. 81.

² Robinson, op. cit., P. 62.

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1 Phelps, op. cit., p. 81.
2 Robinson, op. cit., p. 82.

between English and speech in the following area of composition: subject selection, investigation of sources of information, the selection and arrangement of materials, methods of development, organization, and use of language and style.

"The great difference between speech and English is in the emphasis and use of these operations. English teachers are interested principally in a writer-reader relationship, while speech teachers consider the speaker-listener aspect."

On the subject of integration Hook says: ^{1/}

A typical but probably mistaken procedure is to devote each Friday to oral work--talks of various kinds, panel discussions, dramatizations, and the like. The weaknesses of this procedure are that it interrupts whatever the class is doing and that it seems to point to a nonexistent dichotomy between English and oral English. It seems better to allow most oral work to grow naturally out of other class activities, and to prepare short concentrated units for those phases that have no particular relationship to the other activities.

From the study of literature and composition arise many opportunities for oral work. Oral reading, class and panel discussions, reports, definitions, giving directions, dramatizations, telling of stories, choral reading, and recitation are natural outgrowths of the 'regular' study. A good class discussion is actually a conversation but diffident students may be given more chance to converse if the class is occasionally divided into small groups, each of which is to talk about one aspect of the work. Telephoning, making introductions, and conversing may well be combined as part of a courtesy unit. Other short units may be devoted to the interview, parliamentary procedure, and additional activities that do not grow readily out of the work in literature and written composition.

¹Hook, J. N., The Teaching Of High School English, P. 397.

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Phelps also feel that ^{1/}

Oral spelling of words provides limited opportunity for focusing on clear articulation of individual speech sounds and accurate pronunciation of words. The study of grammar may well include oral discussion of rules. Interest in written composition may on occasion be stimulated by oral reading and discussion of student papers. An understanding of outlining often included as a part of written composition, is useful also as one of the steps in speech preparation.

By far the best segment of the English course with which to combine speech education is the study of literature, for inherent in this subject matter is the content so necessary and vital to meaningful oral expression.

Margaret Painter suggests: ^{2/}

The 'roll-call' method in which each presents a word or a sentence gives limited oral experience to many in a few minutes. We can use the informal conversation group, interviews, panels, two- and three minute reports, studies of phases of literature or punctuation errors by a class committee, followed by oral reports and class discussion. But whatever the device may be, we must test its validity by whether students are actually sharing experiences, opinions, and information - that they are not talking merely for the sake of being the center of attention or for the perfunctory meeting of a teacher's assignment.

Several people who have written their master's theses at Boston University have also recognized the importance of further developing the speech program at the secondary level. John W. Crawford's subject, The Validity of a Teacher Administered Rat-

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The prime purpose of Mary Elizabeth Houlihan's An Analysis of Dramatic Literature for Speech Improvement in the Secondary Schools is appreciation. ^{1/} "This speech program is not to replace that aim, but rather to enhance it by placing in the hands of students, drill material for speech work in which the motivation is already present." For her study the writer analyzed passages from twenty-one plays for the possible use for speech improvement, including: 1. pitch, 2. rate, 3. volume, and 4. articulation of consonant sounds.

Another thesis, Frederick E. Fabian's An Analysis of the Relationship of Speaker Attitudes, Speaking Abilities, and Audience Reactions at the Eighth and Eleventh Grade Levels has the following objective: ^{2/} "The particular thesis with which this paper is concerned can be stated as follows: The attitudes expressed by the speaker in his self-appraisal are subjective

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To conclude are the final words of Margaret Painter: ^{2/}

Until English teachers are trained in methods of oral communication, I fear that the geological strata will be tapped all too frequently or the plowing will be so shallow that no real development in oral skill will be visible. With adequate teacher-training will come an appreciation of the values in speech-training and of the moral obligation that we assumed when we became English teachers to see that this universally used communication skill is actually taught and not presumed to be learned in 'the haphazard absorption of knowledge through the pores'. Then oral work will take its place in the classroom with literature and written composition as an essential tool for the student and an effective means of developing wholesome personal living, intelligent participation in group life, and informed and dynamic citizenship.

¹ Loc. cit.

² Painter, op. cit., P. 138.

feelings and are not observed by his audience in their appraisal of his speaking abilities nor in their appraisal of their reactions to his presentation." The writer passed his justification upon the results of Emery and French that "despite previous research in this area, the need still remains for information which will lead to a fuller appreciation of the emotional interplay of the speaker-audience experience." One of his conclusions was that the speaker, in rating himself, shows a tendency to emphasize his fears, while the audience in rating the speaker tend to minimize the existence of these fears."

To conclude are the final words of Margaret Painter:

Until English teachers are trained in methods of oral communication, I fear that the geological strata will be tapped all too frequently or the glowing will be so shallow that no real development in oral skill will be visible. With adequate teacher-training will come an appreciation of the values in speech-training and of the moral obligation that we assumed when we became English teachers to see that this universally used communication skill is actually taught and not presumed to be learned in the haphazard absorption of knowledge through the pages. Then oral work will take its place in the classroom with literature and written composition as an essential tool for the student and an effective means of developing wholesome personal living, intelligent participation in group life, and informed and dynamic citizenship.

III. MATERIALS

To provide everyone with an opportunity for speech experiences these units based upon a particular General English set-up have been formulated with an emphasis on the speech skills. Preceding each unit which is based upon a definite theme are statements including the general objectives, specific objectives, student activities, and sources of material to be consulted by the student. The principal text used is a weekly publication, Practical English, which provides up-to-date reading material, grammar, usage, and vocabulary-building lessons. As it is impossible to determine in advance the material provided for in this magazine, with the exception of one issue, no mention has been made. Each student is provided a text upon which the units are based, and in many instances suggested supplementary reading material has also been included.

III. PROCEDURE

Although speech is integrated with written activities within each unit, the over-all program provides opportunities for the following skills:

I. Speaking

- A. Getting the material
- B. Organizing the material
- C. Using the material
- D. Posture: body-expression
- E. Developing the voice

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 - B. Organizing the material
 - C. Using the material
 - D. Posture; body-expression
 - E. Developing the voice

- F. Building vocabulary
- G. Pronouncing, enunciating
- H. Using correct English

II. Listening

- A. Organizing the material
- B. Finding the main idea
- C. Distinguish fact from opinion

III. Writing

- A. Getting the material
- B. Organizing the material
- C. Using the material
- D. Building vocabulary
- E. Using correct English

- F. Building vocabulary
 - G. Pronouncing, enunciating
 - H. Using correct English
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- A. Organizing the material
 - B. Finding the main idea
 - C. Distinguishing fact from opinion
- III. Writing
- A. Getting the material
 - B. Organizing the material
 - C. Using the material
 - D. Building vocabulary
 - E. Using correct English

IV. NINE UNITS

EFFICIENCY BRAND

WAG CONTENT

IV. NINE UNITS

UNIT - 1 - SPORTS AND HOBBIES

I. GENERAL OBJECTIVES:

1. To gain power in the expression of thought through speaking and writing.
2. To gain power in the reception of thought through reading and listening.

II. SPECIFIC OBJECTIVES:

1. To develop vocabulary.
2. To listen for the purpose of answering definite questions.
3. To improve bodily action.
4. To develop skill in oral reading.
5. To provide time for an account of a hobby experience by means of an informal atmosphere.
6. To develop oral skills by giving a speech on a current movie.
7. To develop the paragraph form.

III. STUDENT ACTIVITIES:

1. Read: pp. 142-148, "For A Fierce Game, There's Hockey."
2. Read: pp. 150-159, "The Great Sports Myth."
3. Read: pp. 161-167, "Let's Go To The Movies."
4. Demonstrate a bodily action which you may use in some sport.
5. Relate informally one of your favorite sport stories or experiences.
6. Retell event in your own words.
7. Read a passage orally.

UNIT - 1 - 1944-1945

- I. GENERAL OBJECTIVES:
 1. To gain an understanding of the historical background of the war.
 2. To gain an understanding of the political and economic situation of the world at the time.
 3. To gain an understanding of the military and naval situation of the world at the time.
- II. SPECIFIC OBJECTIVES:
 1. To review the historical background of the war.
 2. To review the political and economic situation of the world at the time.
 3. To review the military and naval situation of the world at the time.
 4. To review the social and cultural situation of the world at the time.
 5. To review the scientific and technological situation of the world at the time.
 6. To review the artistic and literary situation of the world at the time.
 7. To review the religious and philosophical situation of the world at the time.
 8. To review the legal and judicial situation of the world at the time.
 9. To review the medical and health situation of the world at the time.
 10. To review the educational situation of the world at the time.
 11. To review the sports and recreation situation of the world at the time.
 12. To review the entertainment situation of the world at the time.
 13. To review the travel and tourism situation of the world at the time.
 14. To review the food and drink situation of the world at the time.
 15. To review the clothing and fashion situation of the world at the time.
 16. To review the housing and architecture situation of the world at the time.
 17. To review the transportation situation of the world at the time.
 18. To review the communication situation of the world at the time.
 19. To review the energy and power situation of the world at the time.
 20. To review the environment and natural resources situation of the world at the time.

1944-1945
UNIT - 1

8. Write a paragraph from a topic sentence.

IV. SOURCES OF MATERIAL TO BE CONSULTED BY THE STUDENT:

TEXT: Panorama

MAGAZINES:

True

Boys' Life

Time

Practical English

Movie Magazines

Current Newspapers

TIME: 10 days including the test. They are used in the original context.

4. Have students copy words and meanings into their notebooks.
5. Discuss the following: What is your favorite sport? Why?
6. Ask the students to demonstrate silently a movement or play which illustrates their favorite sport. Try to get them, if possible, to use body movements which are free and easy.
7. Conclude the period by discussing this question - What is the value of being able to express oneself orally?

ASSIGNMENT: 1. In Panorama read pp. 142-149, "For A Fierce Game, There's Hockey."

2. Write the answers to these questions.

1. Explain why the author calls hockey a fierce game.
2. Discuss the importance of speed.

8. Write a paragraph from a topic sentence.
IV. SOURCES OF MATERIAL TO BE CONSULTED BY THE STUDENT:

TEXT: Parsons

MAGAZINES:

Time

Boys' Life

Time

Practical English

Movie Magazines

Current Newspapers

TIME: 10 days including the test.

LESSON PLANS FOR SPORTS AND HOBBIES

LESSON I

TIME: 45 minutes.

PURPOSE: To develop a usable vocabulary.

ACTIVITIES: 1. Copy vocabulary words on the board:

Crescendo
Concomittant
Emporium
Mayhem
Coincide

2. Break down each word into syllables; discuss pronunciation.
3. Find the words as they are used in the original context.
4. Have students copy words and meanings into their notebooks.
5. Discuss the following: What is your favorite sport? Why?
6. Ask the students to demonstrate silently a movement or play which illustrates their favorite sport. Try to get them, if possible to use body movements which are free and easy.
7. Conclude the period by discussing this question - What is the value of being able to express oneself orally?

- ASSIGNMENT:
1. In Panorama read pp. 142-149, "For A Fierce Game, There's Hockey."
 2. Write the answers to these questions.
 1. Explain why the author calls hockey a fierce game.
 2. Discuss the importance of speed.

LESSON PLANS FOR SPORTS AND HOBBIES

LESSON 1

TIME: 45 minutes.

PURPOSE: To develop a usable vocabulary.

ACTIVITIES: 1. Copy vocabulary words on the board:

- Crucible
- Concomitant
- Empower
- Mayhem
- Coincidence

2. Break down each word into syllables; discuss pronunciation.
3. Find the words as they are used in the original context.
4. Have students copy words and meanings into their notebooks.
5. Discuss the following: What is your favorite sport? Why?
6. Ask the students to demonstrate silently a movement or play which illustrates their favorite sport. Try to get them, if possible, to use body movements which are free and easy.
7. Conclude the period by discussing this question - What is the value of being able to express oneself orally?

ASSIGNMENT: 1. In Panofsky read pp. 142-143, "For a Piece Game, There's Hockey."

2. Write the answers to these questions.
 1. Explain why the author calls hockey a piece game.
 2. Discuss the importance of speed.

3. Give a brief account of the rise in popularity of the game.

4. Give a brief account of the history of hockey.

5. In your own words, tell the anecdote with which the author ends the article.

TIME: 45 minutes.

PURPOSE: To read for

ACTIVITIES: 1. Ask the students to fill in the material for the Speech Information Sheet.

2. Review the vocabulary words discussed in the previous lesson by asking students to use them in sentences.

3. Discuss the questions stated in the previous assignment. Give particular stress to the one which says: In your own words, tell the anecdote with which the author ends his story.

4. Discuss the importance of being able to relate happenings or events in one's own words. The teacher can bring in examples of fires, accidents, wars, robberies, parties, etc., particularly items that one would find in a newspaper.

5. Allow students to discuss occasions when they have been called upon to relate incidents which they have seen or in which they have taken part.

ASSIGNMENT: Using your own words relate an account of some sport or hobby event. You can rely upon your own experiences or vicarious ones that you have heard or seen on television or radio programs.

- 27
3. Give a brief account of the rise in popularity of the game.
 4. Give a brief account of the history of hockey.
 5. In your own words, tell the anecdote with which the story ends the article.

SPORTS AND HOBBIES

LESSON II

TIME: 45 minutes.

PURPOSE: To read for the purpose of answering questions.

- ACTIVITIES:
1. Ask the students to fill in the material for the Speech Information Blank.
 2. Review the vocabulary words discussed in the previous lesson by asking students to use them in sentences.
 3. Discuss the questions stated in the previous assignment. Give particular stress to the one which says: In your own words, tell the anecdote with which the author ends his story.
 4. Discuss the importance of being able to relate happenings or events in one's own words. The teacher can bring in examples of fires, accidents, wars, robberies, parties, etc., particularly items that one would find in a newspaper.
 5. Allow students to discuss occasions when they have been called upon to relate incidents which they have seen or in which they have taken part.
- ASSIGNMENT: Using your own words relate an account of some sport or hobby event. You can rely upon your own experiences or vicarious ones that you have heard or seen on television or radio programs.

SPORTS AND HOBBIES

LESSON II

TIME: 45 minutes.

PURPOSE: To read for the purpose of answering questions.

ACTIVITIES: 1. Ask the students to fill in the material for the Speech Information Blank.

2. Review the vocabulary words discussed in the previous lesson by asking students to use them in sentences.

3. Discuss the questions stated in the previous assignment. Give particular stress to the one which says: In your own words, tell the anecdote with which the author ends his story.

4. Discuss the importance of being able to relate happenings or events in one's own words. The teacher can bring in examples of fires, accidents, wars, robberies, parties, etc., particularly items that one would find in a newspaper.

5. Allow students to discuss occasions when they have been called upon to relate incidents which they have seen or in which they have taken part.

ASSIGNMENT: Using your own words relate an account of some sport or hobby event. You can rely upon your own experiences or vicarious ones that you have heard or seen on television or radio programs.

Speech Information Blank

Name _____ Address _____ Phone _____

Age _____ Class in School _____ Home Room _____

Course _____ Other Subjects Now Scheduled _____

Subject Period Days of Week Room Teacher

Grade school and Junior high school attended _____

Extra-class activities in which you are interested _____

In which of these do you participate regularly? (Give days and place)

Are you employed after school? _____ No. of hours weekly _____

Hobbies, interests, etc. _____

Newspapers you read regularly _____

Magazines you read _____

Best books read in the last year _____

Favorite radio or television programs _____

Previous training or experience in speech _____

What do you hope to gain from this course? (List any particular goals, interests, or problems you wish)

Speech Information Blank

Name _____ Address _____ Phone _____
Age _____ Class in School _____ Home Room _____
Course _____ Other Subjects Now Scheduled _____
Subject _____ Period _____ Days of Week _____ Room Teacher _____

Grade school and Junior high school attended _____
Extra-class activities in which you are interested _____

In which of these do you participate regularly? (Give days and place) _____

Are you employed after school? _____ No. of hours weekly _____

Hobbies, interests, etc. _____

Newspapers you read regularly _____

Magazines you read _____

Best books read in the last year _____

Favorite radio or television programs _____

Previous training or experience in speech _____

What do you hope to gain from this course? (List any particular goals, interests, or problems you wish) _____

SPORTS AND HOBBIES

LESSON III

TIME: 45 minutes.

PURPOSE: To provide the time for each student to express himself in an informal situation by allowing him to relate a sport or hobby experience.
To develop the skill of listening for the purpose of answering definite questions.

- ACTIVITIES:
1. Introduce today's lesson by teacher's giving a short account of her hobby, her favorite sport, or an article on either.
 2. Have students give their accounts.
 3. While students are giving their anecdotes, the teacher should note five pertinent facts which have been presented and upon these base five questions which can be given after students have finished.
 4. Write the five questions based upon the material given by the students to see if they have been listening.
 5. When they have finished answering the questions, discuss the merits of listening. Use Your Speech and Mine by Watkins and Frost, pp. 92-93 on "The Art Of Listening."
 6. Follow this up with the following:

Have two pupils come to the front of the class. Let one give simple commands which the other executes. As soon as the listener fails to execute the command, let him take his seat while another takes his place. Have the first pupil study commands for a minute so as to know them.

- a. Raise the right arm to shoulder height, at side.
- b. Raise the left arm.

SPORTS AND HOBBIES

LESSON III

TIME: 45 minutes.

PURPOSE: To provide the time for each student to express himself in an informal situation by allowing him to relate a sport or hobby experience.
To develop the skill of listening for the purpose of answering definite questions.

ACTIVITIES: 1. Introduce today's lesson by teacher's giving a short account of her hobby, her favorite sport, or an article on either.

2. Have students give their accounts.

3. While students are giving their accounts, the teacher should note five pertinent facts which have been presented and upon these base five questions which can be given after students have finished.

4. Write the five questions based upon the material given by the students to see if they have been listening.

5. When they have finished answering the questions, discuss the matter of listening. Use your Speech and Mine by Watkins and Frost, pp. 82-83 on "The Art of Listening."

6. Follow this up with the following:

Have two pupils come to the front of the class. Let one give simple commands which the other executes. As soon as the listener fails to execute the command, let him take his seat while another takes his place. Have the first pupil study commands for a minute so as to know them.

a. Raise the right arm to shoulder height.
at side.

b. Raise the left arm.

- c. Raise both arms to shoulder height, in front and turn head to the right.
- d. Place hands on hips, swing left leg, and turn head to the right.

ASSIGNMENT: Come to class prepared for a test on the school announcements made by your home-room teacher during the home-room period which lasts from 8:15-8:30 A.M.

2. Write the following words on the board:

Amateur
Sportsmanship
Quintuple
Innocent
Substituted
Unofficial
Credibility

Follow the same procedure as stated in a previous lesson for teaching vocabulary.

3. Discuss the story, "The Great Sports Myth." The teacher should make this experience as enjoyable as possible by telling the class about sports, pointing out statistics and also contribute a few.

4. Introduce "The Great Sports Myth," pp. 120-122 in *Language* by giving the available background information on the author, John A. Tully.

5. Ask the students to stand their desks while you read the beginning of the article to them.

ASSIGNMENT: 1. In *Language*, pp. 120-122 read "The Great Sports Myth."

2. Write the answers to these questions:

- 1. Explain exactly what the author means by his title.
- 2. Contrast the author's views about amateur sport with his views concerning commercialized athletics. What does the term "com-

- c. Release both arms to shoulder height, in front and turn head to the right.
- d. Place hands on hips, swing left leg, and turn head to the right.

ASSIGNMENT: Come to class prepared for a test on the school announcements made by your home-room teacher during the home-room period which lasts from 8:30-8:50 A.M.

SPORTS AND HOBBIES

LESSON IV

TIME: 45 minutes.

PURPOSE: To develop vocabulary.

ACTIVITIES: 1. Give a test based upon the school notices which were read during the home-room period.

2. Write the following words on the board:

Amateur
Sportsmanship
Quixotic
Inculcate
Exhibitionism
Decadence
Credulity

Follow the same procedure as stated in a previous lesson for teaching vocabulary.

3. Discuss the word, myth. The teacher should make this experience as valuable as possible by bringing in local myths; possibly the students can also contribute a few.

4. Introduce "The Great Sports Myth," pp. 150-159 in Panorama by giving the students background information on the author, John R. Tunis.

5. Ask the students to close their books while you read the beginning of the article to them.

ASSIGNMENT: 1. In Panorama, pp. 150-159 read "The Great Sports Myth."

2. Write the answers to these questions:

1. Explain exactly what the author means by his title.

2. Contrast the author's views about amateur sport with his views concerning commercialized athletics. What does the term commer-

SPORTS AND HOBBIES

LESSON IV

TIME: 45 minutes.

PURPOSE: To develop vocabulary.

ACTIVITIES: 1. Give a test based upon the school notices which were read during the home-room period.

2. Write the following words on the board:

- Amateur
- Sportsmanship
- Amateur
- Amateur
- Amateur
- Amateur
- Amateur
- Amateur
- Amateur
- Amateur

Follow the same procedure as stated in a previous lesson for teaching vocabulary.

3. Discuss the word, myth. The teacher should make this experience as valuable as possible by bringing in local myths; possibly the students can also contribute a few.

4. Introduce "The Great Sports Myth," pp. 180-189 in Panorama by giving the student background information on the author, John R. Tuley.

5. Ask the students to close their books while you read the beginning of the article to them.

ASSIGNMENT: 1. In Panorama, pp. 180-189 read "The Great Sports Myth."

2. Write the answers to these questions:

1. Explain exactly what the author means by his title.

2. Contrast the author's views about amateur sport with his views concerning professional sport. What does the term "amateur" mean?

cialized athletics mean to you? What is your definition of an amateur?

3. What evidence does the author offer to prove that commercialized sport is neither health-giving nor character-building?
4. How much, according to the author, is the public responsible for present conditions?
5. Do you agree with the author that a saner outlook is growing? Make your answer specific by presenting a definite reason.

2. Discuss the questions given in the previous assignment based upon the article, "The Great Sports Myth."
3. With reference to the school handbook discuss the code of "Good Sportsmanship" which is of utmost importance.
4. Do you think that Mr. Tonic would agree with our code? Why or why not?
5. Discuss the building of a paragraph. Draw analogies with a house, sandwich, etc., emphasizing topic sentence, body, and clincher sentence.
6. Refer to the final paragraph in the article.

"Here in the land of the Great Sports Myth things are not as they were. The action of the greatest university, Chicago, in abolishing football, is significant and symptomatic. Despite the sporting writers, the constructors of sporting columns, the paid college coaches and graduate managers of athletics, despite in short all those who have an axe to grind, the number of sportsmen who are penetrating the smoke-screen is increasing daily. The hope for a saner outlook is that if the Great Sports Myth grows but a little, it will defeat itself. It will fall from sheer top-heaviness. There is a limit even to the credulity of a public brought up from childhood to believe in this fairy tale. Possibly we are approaching that limit. Let us hope so!"

What is
your definition of an amateur?

3. What evidence does the author offer to prove that commercialized sport is neither health-giving nor character-building?
4. How much, according to the author, is the public responsible for present conditions?
5. Do you agree with the author that a better outlook is growing? Make your answer specific by presenting a definite reason.

SPORTS AND HOBBIES

LESSON V

TIME: 45 minutes.

PURPOSE: To introduce the paragraph.

- ACTIVITIES:
1. Review the vocabulary which was discussed in the previous lesson by having students use word in sentences.
 2. Discuss the questions given in the previous assignment based upon the article, "The Great Sports Myth."
 3. With reference to the school handbook discuss the code of "Good Sportsmanship" which is of utmost importance.
 4. Do you think that Mr. Tunis would agree with our code? Why or why not?
 5. Discuss the building of a paragraph. Draw analogies with a house, sandwich, etc., emphasizing topic sentences, body, and clincher sentence.
 6. Refer to the final paragraph in the article.

"Here in the land of the Great Sports Myth things are not as they were. The action of the greatest university, Chicago, in abolishing football, is significant and symptomatic. Despite the sporting writers, the conductors of sporting columns, the paid college coaches and graduate managers of athletics, despite in short all those who have an axe to grind, the number of sportsmen who are penetrating the smoke-screen is increasing daily. The hope for a saner outlook is that if the Great Sports Myth grows but a little, it will defeat itself. It will fall from sheer top-heaviness. There is a limit even to the credulity of a public brought up from childhood to believe in this fairy tale. Possibly we are approaching that limit. Let us hope so!"

SPORTS AND HOBBIES

LESSON V

TIME: 45 minutes.

PURPOSE: To introduce the paragraph.

ACTIVITIES: 1. Review the vocabulary which was discussed in the previous lesson by having students use word in sentences.

2. Discuss the questions given in the previous assignment based upon the article, "The Great Sports Myth."

3. With reference to the school handbook discuss the code of "Good Sportsmanship" which is of utmost importance.

4. Do you think that Mr. Tait would agree with our code? Why or why not?

5. Discuss the building of a paragraph. Draw analogies with a house, sandwich, etc., emphasizing topic sentences, body, and clincher sentences.

6. Refer to the final paragraph in the article.

"Here in the land of the Great Sports Myth things are not as they were. The action of the greatest university, Chicago, in abolishing football, is significant and symptomatic. Despite the sporting writers, the conductors of sporting columns, the paid college coaches and graduate managers of athletics, despite in short all those who have an axe to grind, the number of sportsmen who are penetrating the smoke-screen is increasing daily. The hope for a sadder outlook is that if the Great Sports Myth grows but a little, it will defeat itself. It will fall from sheer top-heaviness. There is a limit even to the credulity of a public brought up from childhood to believe in this fairy tale. Possibly we are approaching that limit. Let us hope so!"

ASSIGNMENT: Write one paragraph which you will develop from one of these sentences:

1. Every boy should have a hobby.
2. My favorite hobby is _____.
3. Every boy should know how to swim.
4. _____ is the best sport of all.

ASSIGNMENT: Write one paragraph which you will develop from one of these sentences:

1. Every boy should have a hobby.
2. My favorite hobby is _____.
3. Every boy should know how to swim.
4. _____ is the best sport of all.

SPORTS AND HOBBIES

LESSON VI

TIME: 45 minutes.

PURPOSE: To listen to distinguish facts from opinion.

- ACTIVITIES:
1. Exchange paragraphs which were done in the previous assignment.
 2. Ask each student to check for spelling errors.
 3. Assign a paragraph from "Let's Go To The Movies," P. 161 in Panorama to each student. Allow each person time to read his paragraph through and ask any questions on words he does not understand. Then have everyone with the exception of the person who is reading close his book.
 4. While these paragraphs are being read aloud, we are going to listen not only for the author's opinion about movies but facts which he uses to substantiate his point of view. In order for us who are listening to understand these facts the reader has a responsible position to fill 1. The reader should understand the meaning of the paragraph before he attempts presenting it to others; and 2. He should know the pronunciation of all the words. (These two steps should be done through individual teacher-pupil discussion in #3) A third way in which he can bring out the meaning that he wishes to convey is through phrasing.
 5. There is no one right way to phrase or group words; in fact, any series of words can be phrased in a large number of different ways. Write the following material eight times on the board: I shall go now. Call on the students to read this sentence. As each gives a different form of phrasing, mark the sentence to denote the manner in which the student grouped the words. (I shall go now); (I) shall go now); (I shall go now.); etc.
 6. Have students read the following sentences for which phrasing has been marked arbitrarily.

SPORTS AND HOBBIES

LESSON VI

Time: 45 minutes.

PURPOSE: To listen to distinguish facts from opinion.

ACTIVITIES: 1. Exchange paragraphs which were done in the previous assignment.

2. Ask each student to check for spelling errors.

3. Assign a paragraph from "Let's Go To The Movies" to each student. Allow each person time to read his paragraph through and ask any questions on words he does not understand. Then have everyone with the exception of the person who is reading close his book.

4. While these paragraphs are being read aloud, we are going to listen not only for the author's opinion about movies but facts which he uses to substantiate his point of view. In order for us who are listening to understand these facts the reader has a responsible position to fill. The reader should understand the meaning of the paragraph before he attempts presenting it to others; and 2. He should know the pronunciation of all the words. (These two steps should be done through individual teacher-pupil discussion in #3) A third way in which he can bring out the meaning that he wishes to convey is through phrasing.

5. There is no one right way to phrase or group words; in fact, any series of words can be phrased in a large number of different ways. Write the following material eight times on the board: I shall go now. Call on the students to read this sentence. As each gives a different form of phrasing, write the sentence to denote the manner in which the student grouped the words. (I shall go now); (I shall go now); (I shall go now.); etc.

6. Have students read the following sentences for which phrasing has been marked explicitly.

Observe the marks.

1. (If you wish to reinforce the meaning of what you are saying, you must group your words into phrases.)
 2. (The words that he read) fell into two groups.)
 3. (Bob enjoys pictures about sports,) science fiction,) and sea adventure.)
7. Give students sheets which contain material from Fairbanks' Voice And Articulation Drill-book, P. 153.
 8. Read the following sentences in one phrase each.
 1. Breathe quickly.
 2. This is a phrase.
 3. Phrases may be short.
 4. This is the way to breathe.
 5. Long phrases are not very frequent.
 6. Phrases may be thought of as breath groups.
 7. Emphasized words should be held longer than usual.
 8. Phrases usually are marked off by long or short pauses.
 9. One may look upon these pauses as chances to breathe.
 10. Breathe for the next phrase while you pause after the last one.
 11. It is conceivable that a single phrase could have a length of fifty or sixty words.
 12. The logical phrases of average speech are so short that one should never find himself out of breath.

Observe the marks.

1. (If you wish to reinforce the meaning of what you are saying, you must group your words into phrases.)
2. (The words that he read) fell into two groups.)
3. (Bob enjoys pictures about sports, science fiction, and sea adventure.)
4. Give students sheets which contain material from Fairbanks' Voice and Articulation Drill-book, p. 133.
5. Read the following sentences in one phrase each.
 1. Breathe quickly.
 2. This is a phrase.
 3. Phrases may be short.
 4. This is the way to breathe.
 5. Long phrases are not very frequent.
 6. Phrases may be thought of as breath groups.
 7. Emphasized words should be held longer than usual.
 8. Phrases usually are marked off by long or short pauses.
 9. One may look upon these pauses as chances to breathe.
 10. Breathe for the next phrase while you pause after the last one.
 11. It is conceivable that a single phrase could have a length of fifty or sixty words.
 12. The logical phrases of everyday speech are so short that one should never find himself out of breath.

13. But even with phrases as long as these you can see that you need not necessarily run out of breath.

14. And in the phrase which you are now reading it would not affect the meaning to pause slightly after "reading."

9. Have the students read orally the paragraph taken from Fairbanks, P. 154 #6. While reading the following material, note the location of the pause marks.

(We speak in phrases,) not in words; (in thought units,) not in parts of speech. (A more or less obvious phrase is spoken quickly) and with reduced emphasis) (so that the important phrases stand out clearly, (strongly) and with real contrast. (The length of phrases varies,) because speakers vary in their habits of speech) and in the meaning which they wish to give to phrases.) In other words,) phrasing depends upon the meaning of what you say (and also upon your whims as a speaker. (And although there is an element of logic in the process,) there are no definite rules.)

10. Take the individual paragraph which has been assigned to you. Read it through carefully marking the word grouping which you wish to follow. At this time the teacher can give individual help.

11. It is the reader's duty to group his words carefully to bring out his meaning. It is the listener's duty to find out what facts the author presents to us about movies.

12. When students have finished reading the article, give them the following check quiz.

1. Approximately how many pictures are made every year?
2. What kind of preparation goes into the making of a picture?

13. But even with phrases as long as these you can see that you need not necessarily run out of breath.

14. And in the phrase which you are now reading it would not affect the meaning to pause slightly after "reading."

15. Have the students read orally the paragraph taken from Fairbanks, p. 154. While reading the following material, note the location of the pause marks.

(We speak in phrases, not in words; in thought units, not in parts of speech. A more or less obvious phrase is spoken quickly and with reduced emphasis) so that the important phrases stand out clearly. (The length of phrases varies, because speakers vary in their habits of speech) and in the meaning which they wish to give to phrases. In other words, phrasing depends upon the meaning of what you say (and also upon your whim as a speaker. And although there is an element of logic in the process, there are no definite rules.)

10. Take the individual paragraph which has been assigned to you. Read it through carefully marking the word grouping which you wish to follow. At this time the teacher can give individual help.

11. It is the reader's duty to group his words carefully to bring out his meaning. It is the listener's duty to find out what facts the author presents to us about movies.

12. When students have finished reading the article, give them the following check quiz.

1. Approximately how many pictures are made every year?

2. What kind of preparation goes into the making of a picture?

3. Why is the subject matter of pictures so diversified?
4. What is the author's opinion regarding why more people should attend the movies.
(Give two reasons.)

TIME: 25 minutes.

PURPOSE: 13. Show students several magazines that contain reviews on movies. Read one or two of the reviews to them.

ACTIVITIES: 1. Students to read the reviews which they found written about some current

ASSIGNMENT: Find at least three reviews of some current movie. Take these from such publications as True, Time, Practical English, movie magazines, and newspapers. Answer this question: What is the chief value of the motion picture review?

3. Have you ever been to a movie that was so wonderful that you could hardly wait to tell your friend who had not seen it the most exciting part?
4. Let's pretend that I haven't been able to go to the movies lately. You have just been to a picture that you enjoyed tremendously. Naturally, I am interested in knowing why you liked it and so I have asked you to tell me the most interesting event. Before you can start, however, you have to say some thing that will make me want to listen to you.
5. For an opening sentence use one of these:
 - a. In (Name of the picture) a most unusual thing happened.
 - b. There were many exciting events in _____ but the most exciting one occurred when _____.
 - c. I am not usually frightened by movies, but an incident in _____ really had me sitting on the edge of my seat.
 - d. If you want to see an exciting picture, you

3. Why is the subject matter of pictures so diversified?
 4. What is the author's opinion regarding why more people should attend the movies. (Give two reasons.)
 13. Show students several magazines that contain reviews on movies. Read one or two of the reviews to them.
- ASSIGNMENT: Find at least three reviews of some current movie. Take these from such publications as Time, Life, Practical English, movie magazines, and newspapers. Answer this question: What is the chief value of the motion picture review?

SPORTS AND HOBBIES

LESSON VII

TIME: 45 minutes.

PURPOSE: To organize a speech based upon a "movie experience."

- ACTIVITIES:
1. Allow several students to read their reviews which they found written about some current movie.
 2. Ask the following question: Suppose you wanted to take your girl friend to a picture that is playing at the local theater, and you had no idea what to look for in this particular movie, where would you look to find your information? Why is it necessary to read more than one review?
 3. Have you ever been to a movie that was so wonderful that you could hardly wait to tell your friend who had not seen it the most exciting part?
 4. Let's pretend that I haven't been able to go to the movies lately. You have just been to a picture that you enjoyed tremendously. Naturally, I am interested in knowing why you liked it and so I have asked you to tell me the most interesting event. Before you can start, however, you have to say some thing that will make me want to listen to you.
 5. For an opening sentence use one of these:
 - a. In (Name of the picture) a most unusual thing happened.
 - b. There were many exciting events in _____, but the most exciting one occurred when _____.
 - c. I am not usually frightened by movies, but an incident in _____ really had me sitting on the edge of my seat
 - d. If you want to see an exciting picture, you

SPORTS AND HOBBIES

LESSON VII

TIME: 45 minutes.

PURPOSE: To organize a speech based upon a "movie experience."

ACTIVITIES: 1. Allow several students to read their reviews which they found written about some current movie.

2. Ask the following question: Suppose you wanted to take your girl friend to a picture that is playing at the local theater, and you had no idea what to look for in this particular movie, where would you look to find your information? Why is it necessary to read more than one review?

3. Have you ever been to a movie that was so wonderful that you could hardly wait to tell your friend who had not seen it the most exciting party?

4. Let's pretend that I haven't been able to go to the movies lately. You have just been to a picture that you enjoyed tremendously. Naturally, I am interested in knowing why you liked it and so I have asked you to tell me the most interesting event. Before you can start, however, you have to say some thing that will make me want to listen to you.

5. For an opening sentence use one of these:

a. In (Name of the picture) a most unusual thing happened.

b. There were many exciting events in _____ but the most exciting one occurred when _____

c. I am not usually frightened by movies, but an incident in _____ really had me sitting on the edge of my seat.

d. If you want to see an exciting picture, you

should see _____.

6. Write your opening sentence on a piece of paper. Beneath the sentence list the details of your event which made it so exciting.

ASSIGNMENT: Using your opening sentence and details practice your speech based upon a thrilling scene which was in a movie that you have seen recently. Stand while you practice, making yourself very tall.

should see _____

4. Write your opening sentence on a piece of paper. Beneath the sentence list the details of your event which made it so exciting.

ASSIGNMENT: Using your opening sentence and details practice your speech based upon a thrilling scene which was in a movie that you have seen recently. Stand while you practice, making yourself very tall.

SPORTS AND HOBBIES

LESSON VIII

TIME: 45 minutes.

PURPOSE: To develop skills in oral work by means of a speech based upon an exciting scene from a recent movie.

- ACTIVITIES:
1. If the teacher feels that it is necessary, this is an excellent time to bring out courtesy towards others in a listening situation of this sort.
 2. Allow the students to give their orals. When each person finishes, the other class members should be allowed to ask any questions providing they are pertinent and show a sincere interest.

ASSIGNMENT: Using the questions that you have copied in your notebooks review for a test on this unit. Take all of the vocabulary words which we have had and use each one in a sentence. During the next class period we will divide into two teams and use these questions.

BOND

EFFICIENCY

WILLIAM W. WILSON

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SPORTS AND HOBBIES

LESSON IX

TIME: 45 minutes.

PURPOSE: To review for a test on the unit, "Sports And Hobbies."

ACTIVITIES: 1. Write these questions on the board.

In the speeches that were given during the previous lesson

1. Were you interested in your subject?
2. Did you interest your audience?
3. Did you know your subject well?
4. Were you at ease while you were standing in front of your audience?
5. Did you look at your audience?

Put the answers to these questions in the speech section of your notebooks.

2. Divide the group into teams. Use the questions which have been given for assignments. If you need supplementary material, you can find questions at the end of each article in Panorama. Include also the vocabulary words which the students can use in informative sentences. For the team that answers the greatest number of questions a prize of blocks of paper, pens, or pencils is to be presented.

ASSIGNMENT: Review all of the articles which we have read during this unit and the vocabulary words for a test.

SPORTS AND HOBBIES

LESSON IX

TIME: 45 minutes.

PURPOSE: To review for a test on the unit, "Sports and Hobbies."

ACTIVITIES: 1. Write these questions on the board.

In the speeches that were given during the previous lesson

1. Were you interested in your subject?
2. Did you interest your audience?
3. Did you know your subject well?
4. Were you at ease while you were speaking?
5. Did you look at your audience?

Put the answers to these questions in the speech section of your notebook.

2. Divide the group into teams. Use the questions which have been given for assignments. If you need supplementary material, you can find questions at the end of each article in Language. Include also the vocabulary words which the students can use in informative sentences. For the team that answers the greatest number of questions a prize of blocks of paper, pens, or pencils is to be presented.

ASSIGNMENT: Review all of the articles which we have read during this unit and the vocabulary words for a test.

UNIT TEST ON SPORTS AND HOBBIES

LESSON X

I. Answer the following questions clearly and accurately.

1. Discuss the importance of speed in the game of hockey.
2. How do you account for the rise of popularity in the game of hockey?
3. What does Mr. Tunis mean by the "Great Sports Myth?"
4. How much, according to Mr. Tunis, are you responsible for the present conditions?
5. What are your standards for judging the merit of a movie?
What are the author's standards?

II. Put the following words in the blanks to make the sentences correct.

- | | |
|--------------|------------------|
| a. amateur | e. sportsmanship |
| b. inculcate | f. coincide |
| c. emporium | g. quixotic |
| d. mayhem | |

1. By constant repetition a good leader can _____ the proper respect for others.
2. Mr. Tunis has accused the public of being _____.
3. A person who loves a sport for sport's sake is a true _____.
4. Many people flock to a sports _____ to see great games.
5. _____ is often committed but not forgiven in the sports' world.

III. Build a paragraph from the following sentence:

In order to give a good talk, there are several things to consider.

UNIT TEST ON SPORTS AND HOBBIES

LESSON X

I. Answer the following questions clearly and accurately.

1. Discuss the importance of speed in the game of hockey.
2. How do you account for the rise of popularity in the game of hockey?
3. What does Mr. Tonia mean by the "Great Sports Myth"?
4. How much, according to Mr. Tonia, are you responsible for the present condition?
5. What are your standards for judging the merit of a movie?
- What are the author's standards?

II. Put the following words in the blanks to make the sentences correct.

- | | |
|-------------|------------------|
| a. amateur | e. sportsmanship |
| b. incline | f. coincide |
| c. empirium | g. chaotic |
| d. mayhem | |
1. By constant repetition a good leader can _____ the proper respect for others.
 2. Mr. Tonia has accused the public of being _____.
 3. A person who loves a sport for sport's sake is a _____ true _____.
 4. Many people flock to a sports _____ to see great games.
 5. _____ is often committed but not forgiven in the sports' world.

III. Write a paragraph from the following sentences:

In order to give a good talk, there are several things to consider.

UNIT - 2 - NATURE AND SCIENCE

I. GENERAL OBJECTIVES:

1. To develop ability to think and to organize ideas.
2. To gain power in the expression of thought through speaking and writing.

II. SPECIFIC OBJECTIVES:

1. To develop better articulation of consonant [ŋ] particularly final position.
2. To develop speech skills by reading orally.
3. To organize a club.
4. To develop the use of simple parliamentary procedure.
5. To develop vocabulary.
6. To develop ability to converse with others.
7. To develop skills necessary for bodily movement by means of the pantomime.
8. To develop oral skills by means of the simple narration.
9. To develop organizational skills by means of simple outlines.

III. STUDENT ACTIVITIES:

1. Organize a club.
2. Read pp. 238-257, "Wind And Fury," in Panorama, to answer specific questions.
3. To give pantomimes.
4. To write a paragraph based upon a topic sentence.
5. To converse with others.
6. To develop vocabulary by studying words in context.

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5. To develop vocabulary.
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3. To give pantomimes.
4. To write a paragraph based upon a topic sentence.
5. To converse with others.
6. To develop vocabulary by studying words in context.

7. Read pp. 259-271, "Old Mister High-Power," to answer specific questions.
8. Read orally pp. 231-237, "Maud Slye And Her Mice" in Panorama.
9. Follow and use simple parliamentary procedure.
10. Organize a simple outline for talk using narration.
11. Give orally a simple narration.
12. Read pp. 272-275, "The Mole," to find descriptive words.

IV. SOURCES OF MATERIAL TO BE CONSULTED BY THE STUDENT:

TEXT: Panorama

V. TIME: 12 days including the evaluation.

7. Read pp. 255-271, "Old Master High-Power," to answer specific questions.

8. Read orally pp. 231-237, "Hand Size And Her Niece" in Panorama.

9. Follow and use simple parliamentary procedure.

10. Organize a simple outline for talk using narration.

11. Give orally a simple narration.

12. Read pp. 272-275, "The Mole," to find descriptive words.

IV. SOURCES OF MATERIAL TO BE CONSULTED BY THE STUDENT:

TEXT: Panorama

V. TIME: 12 days including the evaluation.

LESSON PLANS FOR NATURE AND SCIENCE

LESSON I

TIME: 45 minutes.

PURPOSE: To develop better habits of articulation with an emphasis on the consonant [ŋ] in the final position as in ring through the reading of two nature selections.

- ACTIVITIES: 1. Undoubtedly many of you are interested in phases of nature and science. During this unit you will be given an opportunity to meet new friends and become acquainted with interesting scientific discoveries.
2. Give students sheets upon which are two selections: A paragraph from Moby Dick and a poem-- "The Broncho That Would Not Be Broken." Have students read silently the first selection; then allow volunteers to read it orally.

3. From MOBY DICK

While the two crews were yet circling in the waters, reaching out after the revolving linetubs, oars, and other floating furniture, while aslope little Flask bobbed up and down like an empty vial, twitching his legs upwards to escape the dreaded jaws of sharks; and Stuff was lustily singing out for some one to ladle him up; and while the old man's line--now parting--admitted of his pulling into the creamy pool to rescue whom he could; --in that wild simultaneousness of a thousand concerted perils, --Ahab's yet unstricken boat seemed drawn up towards Heaven by invisible wires, -- as, arrow-like, shooting perpendicularly from the sea, the White Whale dashed his broad forehead against its bottom, and sent it, turning over and over, into the air; till it fell again -- gunwale downwards-- and Ahab and his men struggled out from under it, like seals from a seaside cave.

4. By articulation we mean the distinct utterance of syllables in speech. There are two extremes to be avoided: a too slovenly articulation and

LESSON PLANS FOR NATURE AND SCIENCE

LESSON I

TIME: 45 minutes.

PURPOSE: To develop better habits of articulation with an emphasis on the consonants in the final position as in running through the reading of two nature selections.

ACTIVITIES: 1. Undoubtedly many of you are interested in phrases of nature and science. During this unit you will be given an opportunity to meet new friends and become acquainted with interesting scientific discoveries.

2. Give students sheets upon which are two selections: A paragraph from Moby Dick and a poem "The Broncho That Would Not Be Broken." Have students read silently the first selection; then allow volunteers to read it orally.

3. From MOBY DICK

While the two crews were yet circling in the waters, reaching out after the revolving line, and other floating furniture, while alope little Flask bobbed up and down like an empty vessel, twitching his legs upwards to escape the dashed jaws of sharks; and Stout was first, singing out for some one to ladle him up; and while the old man's line now parting-admitted of his pulling into the creamy pool to rescue whom he could; - in that wild simultaneousness of a thousand concerted gestures, - Ahab's yet unstricken boat seemed drawn up towards Heaven by invisible wires, - as arrow-like, shooting perpendicularly from the sea, the white whale dashed his broad forehead against its bottom, and sent it, turning over and over, into the air; till it fell again - gunwale downwards - and Ahab and his men struggled out from under it, like seals from a seaside cave.

4. By articulation we mean the distinct utterance of syllables in speech. There are two extremes to be avoided: a too slovenly articulation and

a too precise one. It is up to us to find the happy medium between the two.

Mr. Pat Kelly, supervisor of announcers of NBC at Radio City in New York, warns young people that merely having a fine voice is like owning a grand piano - it doesn't make you an artist unless you know how to use it.

5. Repeat the following after me:

Bring	Fling
Coming	Gong
Going	King
Long	Lung
Making	Rang
Morning	Sang
Playing	Spring
Ring	Strong
Sing	Wing
Thing	Wrong

6. What sound is common in all of these words?

7. Which word in the following does not have this sound?

Bring	Fling	Singin'
Comin'	Gong	King
Long	Speaking	Goin'
Morning	Makin'	Sang
Playing	Spring	Thinkin'

8. Listen to a few lines from a ballad entitled "Frankie And Johnny." When you hear a word with this sound, note it so that you can tell how many words contained this sound.

"Oh, bring on your rubber-tired hearses,
Bring on your rubber-tired hacks, last chance.
 They're taking my Johnny to the burrying
 Ground but they'll never bring him back.
 He was my man, but he done me wrong."

9. Have students give the number of words containing this sound; then have them make a list of them.
10. Have students read the second selection silently, noting particularly words ending with

a too precise one. It is up to us to find the happy medium between the two.
Mr. Pat Kelly, supervisor of announcers at NBC at Radio City in New York, warns young people that merely having a fine voice is like owning a grand piano - it doesn't make you an artist unless you know how to use it.

5. Repeat the following after me:

Bring	Bring
Coming	Coming
Going	Going
Long	Long
Making	Making
Morning	Morning
Playing	Playing
Ring	Ring
Sing	Sing
Strong	Strong
Wing	Wing
Wrong	Wrong

6. What sound is common in all of these words?

7. Which word in the following does not have this sound?

Bring	Bring
Coming	Coming
Long	Long
Morning	Morning
Playing	Playing
Spring	Spring
Making	Making
Speaking	Speaking
Gong	Gong
King	King
Singing	Singing

8. Listen to a few lines from a ballad entitled "Frankie and Johnny." When you hear a word with this sound, note it so that you can tell how many words contained this sound.

"Oh, bring on your rubber-tired horses,
Bring on your rubber-tired hacks,
They're taking my Johnny to the burgling
Ground but they'll never bring him back.
He was my man, but he done me wrong."

9. Have students give the number of words containing this sound; then have them make a list of them.

10. Have students read the second selection silently, noting particularly words ending with

ing. Then have students read orally one of the selections.

THE BRONCHO THAT WOULD NOT BE BROKEN

A little colt-broncho, loaned to the farm
To be broken in time without fury or harm,
Yet black crows flew past you, shouting alarm,
Calling "Beware," with lugubrious singing.
The butterflies there in the bush were romance-

ing,
The smell of the grass caught your sould in a
trance,
So why be a- fearing the spurs and the traces,
O broncho that would not be broken of dancing?

You were born with the pride of the lords great
and olden
Who danced, through the ages, in corridors
golden.

In all the wide farm-place the person most human.
You spoke out so plainly with squealing and
capering,

With whinnying, snorting contorting, and
prancing,

As you didged your pursuers, looking askance,
With Greek-footed figures, and Parthenon paces,
O broncho that would not be broken of dancing.

The grasshoppers cheered. "Keep whirling," they
said.

The insolent sparrows called from the shed
"If men will not laugh, make them wish they were
dead."

But arch were your thoughts, all malice dis-
placing,

Though the horse-killers came, with snake-whips
advancing.

You bantered and cantered away your last chance.
And they scourged you, with Hell in their
speech and their faces,

O broncho that would not be broken of dancing.

"Nobody cares for you," rattled the crows,
As you drag the whole reaper, next day, down
the rows.

The three mules held back, yet you danced on
your toes.

inc. Then have students read orally one of the selections.

THE BRONCHO THAT WOULD NOT BE BROKEN

A little colt-broncho, loaned to the fair,
To be broken in time without fear or harm,
Yet black crows flew past you, shouting alarm,
Calling "Beware," with lugubrious singing.
The hostesses there in the parlors remem-

bered,
The smell of the grass caught your soul in a
trance,
So why be a-feeing the spurs and the traces,
O broncho that would not be broken of dancing?

You were born with the pride of the Jordan great
and often
Who danced, through the ages, in corridors
golden.

In all the wide farm-places the person most in
You spoke out so plainly with speaking and
capering.

With whinnying, snorting, contenting, and
prancing.

As you digged your pursuers, looking askance,
With Greek-footed figures, and Paphnagon faces,
O broncho that would not be broken of dancing.

The grasshoppers cheered. "Keep whirling," they
said.

The insolent sparrows called from the shed
"If men will not laugh, make them wish they were
dead."

But arch were your thoughts, all malice dis-

missing,
Though the horse-killers came, with snake-whips
advancing.

You danced and capered away your last chance.
And they scourged you, with Hell in their
speech and devil faces.

O broncho that would not be broken of dancing.

"Nobody cares for you," rattled the crows,
As you drag the whole respect, next day, down
the rows.

The three miles held back, yet you danced on
your toes.

You pulled like a racer, and kept the mules
 chasing.
 You tangled the harness with bright eyes side-
 glancing,
 While the drunk driver bled you-a pole for a
 lance-
 And the giant mules bit at you-keeping their
 places.
 O broncho that would not be broken of dancing.
 In that last afternoon your boyish heart broke.
 The hot wind came down like a sledge-hammer
 stroke.
 The blood-sucking flies to a rare feast awoke.
 And they searched out your wounds, your death-
 warrant tracing.
 And the merciful men, their religion enhancing,
 Stopped the red reaper, to give you a chance.
 Then you died on the prairie, and scorned all
 disgraces,
 O broncho that would not be broken of dancing.

ASSIGNMENT: Do one of the following:

1. Use these words in sentences:

Rigging
 Logging
 Ringing
 Longing
 Banging
 Something
 Going
 Walking
 Breathing
 Sighing

2. Make up a story using ing words.

You pulled like a racer, and kept the mules
 chasing.
 You tangled the harness with bright eyes side-
 glancing.
 While the drunk driver died you-a pole for a
 lance-
 And the giant mules bit at you-keeping their
 places.
 O broncho that would not be broken at dancing.
 In that last afternoon your boyish heart broke.
 The hot wind came down like a sledge-hammer
 stroke.
 The blood-sucking flies to a rare feast awoke.
 And they searched out your wounds, your death-
 wart tracing.
 And the merciful men, their religion enhancing,
 Stopped the red reaper, to give you a chance.
 Then you died on the prairie, and seemed all
 disagree.
 O broncho that would not be broken at dancing.

ASSIGNMENT: Do one of the following:

1. Use these words in sentences:

Raging
 Logging
 Ringing
 Longing
 Banging
 Something
 Going
 Waiting
 Breathing
 Sighing

2. Make up a story using ing words.

NATURE AND SCIENCE

LESSON II

TIME: 45 minutes.

PURPOSE: To read orally.

- ACTIVITIES:
1. Introduce the article, "Maud Slye And Her Mice" found on P. 231 in Panorama by presenting the following: In the Atomic Age in which we live we have seen science contribute greatly to the advancement of our civilization. In the field of medicine much study has been done on heart ailments, polio, and cancer. Did you ever wonder, however, how the early pioneers in the field of research felt when they made their first discoveries? Today we are going to read about a woman who kindled the first fire in cancer research through long, tedious hours under primitive conditons.
 2. Assign a paragraph from the article to each student. Allow each person to read silently his material and to ask any questions on pronunciation.
 3. The teacher by demonstrating should stress posture. Have students stand, making themselves very tall. Have them keep their chins up and their eyes front.
 4. Instruct everyone with the exception of the person who is reading to close his book. Also inform the students that at the end of the reading exercise, they will be expected to answer several questions based upon the article.
 5. Allow students to read.
 6. When they have finished, put the following questions on the board:
 1. Give a brief biographical sketch of Maud Slye.
 2. Describe her laboratory.

NATURE AND SCIENCE

LESSON II

TIME: 45 minutes.

PURPOSE: To read orally.

ACTIVITIES: 1. Introduce the article, "Mad Sirs and Mad Men"

found on p. 231 in Parables by presenting the following: In the atomic age in which we live we have seen science contribute greatly to the advancement of our civilization. In the field of medicine much study has been done on heart ailments, polio, and cancer. Did you ever wonder, however, how the newly discovered field of research laid down when they made their first discovery? Today we are going to read about a woman who kindled the first fire in cancer research through long, tedious hours under primitive conditions.

2. Assign a paragraph from the article to each student. Allow each person to read silently his material and to ask any questions on pronunciation.

3. The teacher by demonstrating should address the class. Have students stand, making themselves very tall. Have them keep their chin up and their eyes front.

4. Instruct everyone with the exception of the person who is reading to close his book. Also inform the students that at the end of the reading exercise, they will be expected to answer several questions based upon the article.

5. Allow students to read.

6. When they have finished, put the following questions on the board:

1. Give a brief biographical sketch of Mad Sirs.

2. Describe her laboratory.

3. What are some of the important results of her work?
4. Describe one of her experiments.
5. Explain how this research may be helpful to mankind.

ASSIGNMENT: Find a current article on cancer. You may use a current newspaper or magazines such as News Week, Time, Life, Readers' Digest, etc. Read the article to find five pertinent facts on which you should be prepared to discuss in an informal discussion based upon the following question: What are some of the latest discoveries in the field of cancer research?

1. Using the material from Let's Study and Think by Watkins and Frost, pp. 28-30, with the aid of the students, make plans for organizing a nature or science club.
2. After determining the name, purpose, and the scope of the club, guide the students in the writing of the constitution.
3. Appoint two committees: one to write the constitution; the other to give program suggestions.
4. Allow the students to work in their particular groups with the teacher giving individual guidance to each group.

ASSIGNMENT: 1. Write the proposed constitution neatly in ink on white paper.

2. Write the proposed suggestions for future programs neatly in ink on white paper.

3. What are some of the important results of her work?

4. Describe one of her experiments.

5. Explain how this research may be helpful to mankind.

ASSIGNMENT: Find a current article on cancer. You may use a current newspaper or magazine such as News Week, Time, Life, Reader's Digest, etc. Read the article to find five pertinent facts on which you should be prepared to discuss in an informal discussion based upon the following question: What are some of the latest discoveries in the field of cancer research?

NATURE AND SCIENCE

LESSON III

TIME: 45 minutes.

PURPOSE: To organize a club.

- ACTIVITIES:
1. Write the following question on the board.
What are some of the latest discoveries in the field of cancer research?
 2. Have students discuss this topic, using the information which they obtained from their reading of articles based upon this subject.
 3. Using the material from Your Speech And Mine by Watkins and Frost, pp. 95-99, with the aid of the students make plans for organizing a nature or science club.
 4. After determining the name, purpose, and the scope of the club, guide the students in the writing of the constitution.
 5. Appoint two committees: one to write the constitution; the other to give program suggestions.
 6. Allow the students to work in their particular groups with the teacher giving individual guidance to each group.

- ASSIGNMENT:
1. Write the proposed constitution neatly in ink on white paper.
 2. Write the proposed suggestions for future programs neatly in ink on white paper.

NATURE AND SCIENCE

LESSON III

TIME: 45 minutes.

PURPOSE: To organize a club.

ACTIVITIES: 1. Write the following question on the board.

What are some of the latest discoveries in the field of cancer research?

2. Have students discuss this topic, using the information which they obtained from their reading of articles passed upon this subject.

3. Using the material from Your Speech and Mine by Watkins and Frost, pp. 93-94, with the aid of the students make plans for organizing a nature or science club.

4. After determining the name, purpose, and the scope of the club, guide the students in the writing of the constitution.

5. Appoint two committees: one to write the constitution; the other to give program suggestions.

6. Allow the students to work in their particular groups with the teacher giving individual guidance to each group.

7. Write the proposed constitution neatly in ink on white paper.

8. Write the proposed suggestions for future programs neatly in ink on white paper.

NATURE AND SCIENCE

LESSON IV

TIME: 45 minutes.

PURPOSE: To organize club.
To develop vocabulary.

- ACTIVITIES: 1. Have a member of the constitution committee read the constitution. Correct and adopt it.
2. Have election of officers.
3. Following outlined procedure in Watkins and Frost have the first business meeting in which the proposed program plans are discussed and adopted.
4. After the meeting has been closed according to parliamentary procedure, introduce the following vocabulary words:

Lee	recalcitrant
bollard	impotent
clipper	omnipotent
solvent	obliterate
equinox	

According to the method stated previously, break down the words and then discuss the meanings as the word is used in context. Have the students put this material in their notebooks.

5. Ask the students to relate experiences that they have had during severe wind storms.

- ASSIGNMENT: 1. Read pp. 238-257, "Wind And Fury" in Panorama.
2. Answer the following: What parts of the selection seem most vivid to you? Why?

NATURE AND SCIENCE

LESSON IV

TIME: 45 minutes.

PURPOSE: To organize class.
To develop vocabulary.

- ACTIVITIES:
1. Have a member of the constitution committee read the constitution. Correct and adopt it.
 2. Have election of officers.
 3. Following outlined procedure in Webster and Frost have the first business meeting in which the proposed program plans are discussed and adopted.
 4. After the meeting has been closed according to parliamentary procedure, introduce the following vocabulary words:

recalcitrant	use
reportant	bolivar
compotent	clipper
officiate	solvent
	equinox

According to the method stated previously, break down the words and then discuss the meanings as the word is used in context. Have the students put this material in their notebooks.

5. Ask the students to relate experiences that they have had during severe wind storms.
1. Read pp. 233-237, "Wind and Fury" in Paganism.
2. Answer the following: What parts of the selection seem most vivid to you? Why?

NATURE AND SCIENCE

LESSON V

TIME: 45 minutes.

PURPOSE: To develop skills necessary for bodily movement by means of the pantomime.

- ACTIVITIES:
1. Review the vocabulary words which were discussed in the previous lesson by having students use them in sentences.
 2. Use the following questions as a basis for discussion of the article, "Wind And Fury."
 - a. Prove that the title fits the selection.
 - b. Describe the port before the hurricane broke.
 - c. Tell the story of Mrs. St. Peter and her family.
 - d. Describe Miss Malvina Parton. What admirable qualities of character did she have?
 - e. Give a brief account of the excitement at the Seymour home.
 - f. What other exciting events occurred?
 - g. What was the reaction of Captain Nat to the crowds of people who came to see the disaster? Do you agree with him?
 3. Ask students to demonstrate by using only gestures and facial expressions the following:
 - a. Mrs. St. Peter as she looked at her husband's idle boat.
 - b. Captain Nat Taylor's telling three fishermen that "There's going to be weather. My barometer's falling. Besides, it smells high salt, somehow."
 - c. Jim Hale, straddling the ridge pole of the

NATURE AND SCIENCE

LESSON V

TIME: 45 minutes.

PURPOSE: To develop skills necessary for bodily movement by means of the pantomime.

ACTIVITIES: 1. Review the vocabulary words which were discussed in the previous lesson by having students use them in sentences.

2. Use the following questions as a basis for discussion of the article, "Wind And Fury."

a. Prove that the title fits the selection.

b. Describe the port before the hurricane broke.

c. Tell the story of Mrs. St. Peter and her family.

d. Describe Miss Melvina Fenton. What admirable qualities of character did she have?

e. Give a brief account of the excitement at the Seymour home.

f. What other exciting events occurred?

g. What was the reaction of Captain Hat to the crowds of people who came to see the disaster? Do you agree with him?

3. Ask students to demonstrate by using only gestures and facial expressions the following:

a. Mrs. St. Peter as she looked at her husband's idle pose.

b. Captain Hat Taylor's telling three fishermen that "There's going to be weather. My barometer's falling. Besides, it smells high sea, somehow."

c. Jim Hale, straddling the ridge pole of the

Parton house, pointing up the last brick on the chimney, finding the wind to be a nuisance.

- d. Miss Malvina Parton as she looked out the window at the dreadful wind, then tried to close the window.
- e. A crate of tomatoes in front of the grocery store has toppled over and two men scramble to help Eph Turner pick them up. As the wind is too much for them, they steady themselves against the brick wall and laugh.
- f. Tom Seymour wrestling to set the winter covers over his garden.
- g. Saint Peter, leaning against the storm, carrying two anchors out of his house door, was angry because he was worried.

ASSIGNMENT: Use one of the following topic sentences. Write one paragraph. Include also an interesting title that will catch one's eye.

- 1. How well I remember my most exciting experience!
- 2. It happened one day last (Give time) .
- 3. Once I had a very exciting experience.
- 4. I shall never forget my most exciting experience.

In writing your paragraph based upon your most exciting experience be sure that everything that you say adheres to your topic sentence.

parton horse, pointing up the last price on the chimney, finding the wind to be a nuisance.

5. Miss Maryline Parton as she looked out the window at the blizzard wind, then tried to close the window.

6. A crate of tomatoes in front of the grocery store has toppled over and two men scramble to help Bob Turner pick them up. As the wind is too much for them, they already throw selves against the brick wall and laugh.

7. Tom Seymour wrestling to set the winter covers over his garden.

8. Saint Peter, leaning against the door, carrying two anchors out of his house door, was angry because he was worried.

ASSIGNMENT: Use one of the following topic sentences. Write one paragraph. Include also an interesting title that will catch one's eye.

1. How well I remember my most exciting experience!
2. It happened one day last (Give time).
3. Once I had a very exciting experience.
4. I shall never forget my most exciting experience.

In writing your paragraph based upon your most exciting experience be sure that everything that you say adheres to your topic sentence.

NATURE AND SCIENCE

LESSON VI

TIME: 45 minutes.

PURPOSE: To develop students' ability to converse with others.

- ACTIVITIES:
1. Exchange paragraphs. Ask students to judge the paragraphs from the point of view whether the writer stuck to his topic, the main sentence, and to rank them according to the following: A-Excellent; B-Good; C-Fair; D-Poor; and E-Very poor.
 2. Return the papers to the owners and have some of the papers that received a mark of A read aloud for everyone to judge.
 3. Give the assignment for the following day, and then allow the students to prepare it.

ASSIGNMENT: Work in groups in which you do one of the following:

1. Carry on a conversation while you pantomime (a) riding on the front seat of a car with one as the driver. As you ride along the countryside, you suddenly come upon some cows which are crossing the street in front of you; (b) sitting on the top steps of a porch watching an ominous cloud in the sky; (c) standing over an experiment in the chemistry lab.; (d) in a classroom before the class begins. You have just customized your car.
2. Carry on a conversation while you pantomime a family around the dining table. You have just returned from a hike in the woods.
3. If you have any suggestions which are comparable to these in form, with the approval of the teacher, you may use them.

MEMORANDUM FOR THE RECORD

1957

1. Summary

2. The following information was obtained from the records of the Department of the Interior, Bureau of Land Management, on the subject of the proposed project.

3. The project is located in the State of California, and is situated on the lands of the United States. The project is situated on the lands of the United States, and is situated on the lands of the United States.

4. The project is situated on the lands of the United States, and is situated on the lands of the United States. The project is situated on the lands of the United States, and is situated on the lands of the United States.

5. The project is situated on the lands of the United States, and is situated on the lands of the United States. The project is situated on the lands of the United States, and is situated on the lands of the United States.

6. The project is situated on the lands of the United States, and is situated on the lands of the United States. The project is situated on the lands of the United States, and is situated on the lands of the United States.

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NATURE AND SCIENCE

LESSON VII

TIME: 45 minutes.

PURPOSE: To converse with others.

- ACTIVITIES:
1. Before students participate in their conversations, with their help, make a list of pleasant and unpleasant habits in general conversation. Write these on the board where they will be visible during the conversations.
 2. Have the students' conversations which were prepared during assignment prior to this lesson.
 3. As each group is participating, have the students who are listening write in their notebooks comments on whether the members adhered or didn't to the list of pleasant habits in general conversation.
 4. Introduce the assignment by saying that in order to be a good conversationalist we must have a resource of subjects. A safe one to rely upon is the discussion of a pet. In your reading for tomorrow you will discover a rather strange animal which the author enjoyed as his pet.

- ASSIGNMENT:
1. Read pp. 259-271, "Old Mister High-Power" in Panorama.
 2. Answer the following questions:
 - a. Explain the meaning of the title.
 - b. How did the author acquire Mr. High-Power?
 - c. How was Mr. High-Power regarded by the dog?
 - d. What was the diet of the pet skunk?
 - e. What was the end of Mr. High-Power?
 - f. Give your reasons for believing that the author is an expert observer of nature.

NATURE AND SCIENCE

LESSON VII

TIME: 45 minutes.

PURPOSE: To converse with others.

ACTIVITIES: 1. Before students participate in their conversations, with their help, make a list of pleasant and unpleasant habits in general conversation. Write these on the board where they will be visible during the conversations.

2. Have the students' conversations which were prepared during assignment prior to this lesson.

3. As each group is participating, have the students who are listening write in their notebooks comments on whether the members adhered or did not to the list of pleasant habits in general conversation.

4. Introduce the assignment by saying that in order to be a good conversationalist we must have a resource of subjects. A safe one to rely upon is the discussion of a pet. In your reading for tomorrow you will discover a rather strange animal which the author enjoyed as his pet.

ASSIGNMENT: 1. Read pp. 258-271, "Old Mister High-Power" in Panorama.

2. Answer the following questions:

- Explain the meaning of the title.
- How did the author acquire Mr. High-Power?
- How was Mr. High-Power regarded by the dog?
- What was the diet of the pet skunk?
- What was the end of Mr. High-Power?
- Give your reasons for believing that the author is an expert observer of nature.

NATURE AND SCIENCE

LESSON VIII

TIME: 45 minutes.

PURPOSE: To follow simple parliamentary procedure.

- ACTIVITIES:
1. Allow the club president to conduct the class. Have the minutes of the last meeting read by the secretary. For the main part of the meeting the president can lead the class discussion, using the questions which were given in the previous assignment.
 2. The teacher should carefully guide the students in the use of parliamentary procedure, making sure that the meeting has been correctly closed before starting the next phase of the lesson.
 3. Use one of the workbooks or Practical English and review adjectives, particularly those appealing to the senses.
 4. Read the following selection to the students and ask them what is the matter with it. Try to obtain from them that the material is very dull and uninteresting as it contains no words that present vivid pictures.

Tom went hunting in the woods one day. He fired at a deer but caught nothing as he had forgotten to load his gun.
 5. Have students rewrite the above material, using adjectives to give it more flavor.

- ASSIGNMENT:
1. Read pp. 272-275, "The Mole" in Panorama.
 2. Make a list of the adjectives that you feel made the description more vivid.

NATURE AND SCOPE

LESSON VIII

TIME: 45 minutes.

PURPOSE: To follow simple parliamentary procedure.

ACTIVITIES: 1. Allow the club president to conduct the class. Have the minutes of the last meeting read by the secretary. For the main part of the meeting the president can lead the class discussing the questions which were given in the previous assignment.

2. The teacher should carefully guide the students in the use of parliamentary procedure, making sure that the meeting has been correctly closed before starting the next phase of the lesson.

3. Use one of the workbooks or practical English and review adjectives, particularly those appealing to the senses.

4. Read the following selection to the students and ask them what is the matter with it. Try to obtain from them that the material is very dull and uninteresting as it contains no words that present vivid pictures.

Tom went hunting in the woods one day. He fired at a deer but caught nothing as he had forgotten to load his gun.

5. Have students rewrite the above material, using adjectives to give it more flavor.

ASSIGNMENT: 1. Read pp. 272-275, "The Mole" in Parables.

2. Make a list of the adjectives that you feel made the description more vivid.

NATURE AND SCIENCE

LESSON IX

TIME: 45 minutes.

PURPOSE: To develop oral skills by means of simple narration.
To develop a simple outline.

- ACTIVITIES:
1. Use the following questions as a basis for discussion.
 - a. How does the author arouse our sympathy for his subject?
 - b. Mention several interesting facts that you learned about the mole.
 - c. Give a brief account of the death of the mole.
 2. Have several of the students write on the board the list of adjectives that they found in this selection.
 3. Discuss the value that these words have in context.
 4. Display collection of nature and science pictures (Saturday Evening Post covers) and ask each student to select a picture that he would like to use as a verbal story.
 5. Next discuss simple narrative organization which has 1. a beginning to attract attention; 2. the body which builds up to a climax; and 3. the clincher sentence which "clinches" the action.
 6. The teacher should demonstrate this by taking one of the pictures and telling a story, following this procedure.
 7. The teacher should write on the board 1. her beginning sentence; 2. steps used in the body; and 3. the clincher sentence.
 8. Allow students to begin their outlines for their talks.

NATURE AND SCIENCE

LESSON IX

TIME: 45 minutes.

PURPOSE: To develop oral skills by means of simple narration.
To develop a simple outline.

ACTIVITIES: 1. Use the following questions as a basis for discussion.

a. How does the author arouse our sympathy for his subject?

b. Mention several interesting facts that you learned about the mole.

c. Give a brief account of the death of the mole.

2. Have several of the students write on the board the list of adjectives that they found in this selection.

3. Discuss the value that these words have in context.

4. Display collection of nature and science pictures (Saturday Evening Post covers) and ask each student to select a picture that he would like to use as a verbal story.

5. Next discuss simple narrative organization which has 1. a beginning to attract attention; 2. the body which builds up to a climax; and 3. the climactic sentence which "clinches" the action.

6. The teacher should demonstrate this by taking one of the pictures and telling a story, following this procedure.

7. The teacher should write on the board 1. her beginning sentence; 2. steps used in the body; and 3. the climactic sentence.

8. Allow students to begin their outlines for their talks.

- ASSIGNMENT:**
1. Follow directions given in class for an outline for a speech on narration.
 2. Practice the prepared talk based upon a story which the picture suggests.

TIME: 45 minutes.

PURPOSE: To give an oral presentation on a story.

ACTIVITIES: 1. For the following questions, the teacher is to answer orally at the end of each talk.

- a. Was the speaker interested in the subject?
- b. Did the speaker interest the audience?
- c. Did the speaker give the subject well?
- d. Did the speaker give the interest of the audience at the beginning of the talk?
- e. Did the speaker give the conclusion of the subject before the end?

2. After the speaker has finished, the teacher is to ask the following questions.

a. Was the speaker's talk on narration interesting to you?

QUESTIONS: 1. What was the speaker's name? What was the speaker's name? What was the speaker's name?

2. What was the speaker's name? What was the speaker's name? What was the speaker's name?

3. What was the speaker's name?

4. What was the speaker's name?

5. What was the speaker's name?

6. What was the speaker's name?

2. Answer the vocabulary words by using each one in a sentence.

- ASSIGNMENT: 1. Follow directions given in class for an out-
line for a speech on narration.
2. Practice the prepared talk based upon a story
which the picture suggests.

NATURE AND SCIENCE

LESSON X

TIME: 45 minutes.

PURPOSE: To give an oral based upon simple narration.

- ACTIVITIES: 1. Put the following questions on the board to be answered orally at the end of each talk.
- Was the speaker interested in his subject?
 - Did the subject interest the audience?
 - Did the speaker know his subject well?
 - Did the speaker arouse the interest of the audience at the beginning of the talk?
 - Did the speaker keep the attention of the audience during the talk?
 - Did the speaker have an interesting conclusion?
2. Have the students give their talks on narration, making use of the picture by displaying it at the beginning of the talk.

- ASSIGNMENT: 1. Answer the following: Of what help were the questions which we discussed at the end of each talk?
2. Review the following articles by creating five original questions based upon each one.
- "Wind And Fury"
- "Old Mister High-Power"
- "Maud Slye And Her Mice"
- "The Mole"
3. Review the vocabulary words by using each one in a sentence.

NATURE AND SCIENCE

LESSON X

TIME: 45 minutes.

PURPOSE: To give an oral based upon simple narration.

ACTIVITIES: 1. Put the following questions on the board to be answered orally at the end of each talk.

- a. Was the speaker interested in his subject?
- b. Did the subject interest the audience?
- c. Did the speaker know his subject well?
- d. Did the speaker arouse the interest of the audience at the beginning of the talk?
- e. Did the speaker keep the attention of the audience during the talk?
- f. Did the speaker have an interesting conclusion?

2. Have the students give their talks on narration, making use of the pictures by displaying it at the beginning of the talk.

3. Answer the following: Of what help were the questions which we discussed at the end of each talk?

4. Review the following articles by creating five original questions based upon each one.

"Wind And Fire"

"Old Master High-Power"

"Mend Ripe And Her Nice"

"The Mole"

5. Review the vocabulary words by using each one in a sentence.

UNIT NATURE AND SCIENCE

LESSON XI

TIME: 45 minutes.

PURPOSE: To review for a unit test.

- ACTIVITIES:
1. Divide the class into two groups. Allow the students to ask their own questions to determine which is the better team.
 2. If the students fail to bring out all the pertinent points, the teacher should supplement the students' questions.
 3. Spend the remaining part of the period drilling on the vocabulary words in this unit.

ASSIGNMENT: Review all the articles and vocabulary words discussed in this unit for a test.

II. Answer the following questions carefully and completely.

1. State specifically some of the experiments that Mendel made in his crude laboratory.
2. What are some of the latest discoveries in the field of cancer research?
3. Relate an exciting incident from "Wind And Fury."
4. How was Mr. High-Power acquired by the author?
5. What was his end?
6. Why did you feel sorry for the male?
7. What finally happened to him?

NATURE AND SCIENCE

LESSON XI

TIME: 45 minutes.

PURPOSE: To review for a unit test.

ACTIVITIES: 1. Divide the class into two groups. Allow the students to ask their own questions to determine which is the better team.

2. If the students fail to bring out all the pertinent points, the teacher should supplement the students' questions.

3. Spend the remaining part of the period drilling on the vocabulary words in this unit.

ASSIGNMENT: Review all the episodes and vocabulary words discussed in this unit for a test.

UNIT TEST ON NATURE AND SCIENCE

LESSON XII

- I. Match the numbers in column I with the letters in column II.

I

1. Equinox
2. Lee
3. Bollard
4. Recalcitrant
5. Clipper
6. Omnipotent
7. Solvent
8. Obliterate
9. Impotent

II

- A. Lacking in power
- B. Stubborn
- C. All powerful
- D. A substance capable of dissolving other substances
- E. A certain type of sailing vessel built for speed
- F. A time when the days and nights are equal
- G. Erase
- H. The sheltered side
- I. A vertical post on a wharf

- II. Answer the following questions carefully and completely.

1. State specifically some of the experiments that Maud Slye made in her crude laboratory.
2. What are some of the latest discoveries in the field of cancer research?
3. Relate an exciting incident from "Wind And Fury."
4. How was Mr. High-Power acquired by the author?
5. What was his end?
6. Why did you feel sorry for the mole?
7. What finally happened to him?

UNIT TEST ON NATURE AND SCIENCE

LESSON XII

I. Match the numbers in column I with the letters in column II.

I

1. Aquinox
2. Ice
3. Solvent
4. Resistant
5. Clinger
6. Conspicuous
7. Solvent
8. Obsolete
9. Impotent

II

- A. Lacking in power
- B. Stubborn
- C. All powerful
- D. A substance capable of dissolving other substances
- E. A certain type of sailing vessel built for speed
- F. A time when the days and nights are equal
- G. Eras
- H. The sheltered side
- I. A vertical post on a wharf

II. Answer the following questions carefully and completely.

1. State specifically some of the experiments that Mendel made in his garden laboratory.
2. What are some of the latest discoveries in the field of cancer research?
3. Relate an exciting incident from "Wind And Fire".
4. How was Mr. High-Power acquired by the author?
5. What was his end?
6. Why did you feel sorry for the mole?
7. What finally happened to him?

III. Of what purpose is a club constitution?

IV. 1. List several pleasant habits that should be acquired during general conversation.

2. What can you, as an individual, do to make full use of these habits?

V. 1. What does an adjective do for a sentence?

2. Write a sentence containing several adjectives.

3. Underline each adjective that you use.

VI. What three steps should you follow in making an outline for a speech or narration?

II. PRINCIPAL OBJECTIVES:

1. Listening to find the main ideas in the article, "The Good Mixer," pp. 277-278 in Panorama.

2. Reading to find the main ideas from the article, "The Good Mixer," pp. 278-284 in Panorama.

3. Developing organizational skills by making a simple outline on "The Good Mixer."

4. Interacting people properly and carrying on intelligent conversations.

5. Writing a friendly letter thanking someone for a gift.

6. Addressing an envelope for the thank-you letter.

7. Reading orally for the main ideas in the article, "Your Inferiority Complex," pp. 312-322 in Panorama.

8. Increasing vocabulary by observing words used in context.

III. STUDENT ACTIVITIES:

1. Vocabulary study from "The Good Mixer," pp. 277-284 in Panorama.

- III. Of what purpose is a club conversation?
- IV. 1. List several pleasant habits that should be acquired during general conversation.
2. What can you, as an individual, do to make full use of these habits?
- V. 1. What does an adjective do for a sentence?
2. Write a sentence containing several adjectives.
3. Underline each adjective that you use.
- VI. What three steps should you follow in making an outline for a speech or narration?

UNIT - 3 - ART OF LIVING

I. GENERAL OBJECTIVES:

1. To develop ability to think and to organize ideas.
2. To gain power in the expression of thought through speaking and writing.
3. To gain power in the reception of thought through reading and listening.
4. To increase understanding of social behavior.
5. To acquire ideals adequate for successful living.
6. To possess an habitual vision of greatness.

II. SPECIFIC OBJECTIVES:

1. Listening to find the main ideas in the article, "The Good Mixer," pp. 277-278 in Panorama.
2. Reading to find the main ideas from the article, "The Good Mixer," pp. 278-284 in Panorama.
3. Developing organizational skills by making a simple outline on "The Good Mixer."
4. Introducing people properly and carrying on intelligent conversations.
5. Writing a friendly letter thanking someone for a gift.
6. Addressing an envelope for the thank-you letter.
7. Reading orally for the main ideas in the article, "Your Inferiority Complex," pp. 312-322 in Panorama.
8. Increasing vocabulary by observing words used in context.

III. STUDENT ACTIVITIES:

1. Vocabulary study from "The Good Mixer," pp. 277-284 in Panorama.

UNIT - 3 - ART OF LIVING

I. GENERAL OBJECTIVES:

1. To develop ability to think and to organize ideas.
2. To gain power in the expression of thought through speaking and writing.
3. To gain power in the reception of thought through reading and listening.
4. To increase understanding of social behavior.
5. To acquire ideals adequate for successful living.
6. To possess an habitual vision of greatness.

II. SPECIFIC OBJECTIVES:

1. Listening to find the main ideas in the article, "The Good Mixer," pp. 277-278 in Panorama.
2. Reading to find the main ideas from the article, "The Good Mixer," pp. 278-284 in Panorama.
3. Developing organizational skills by making a simple outline on "The Good Mixer."
4. Introducing people properly and carrying on intelligent conversations.
5. Writing a friendly letter thanking someone for a gift.
6. Addressing an envelope for the thank-you letter.
7. Reading orally for the main ideas in the article, "Your Inferiority Complex," pp. 318-322 in Panorama.
8. Increasing vocabulary by observing words used in context.

III. STUDENT ACTIVITIES:

1. Vocabulary study from "The Good Mixer," pp. 277-284 in Panorama.

2. Listening for the main ideas while the teacher reads a section from "The Good Mixer," pp. 277-278 in Panorama.
3. Reading from the article, "The Good Mixer," to find the main ideas, on pp. 278-284 in Panorama.
4. Reading from "The Good Mixer" to answer specific questions.
5. Making a simple outline based upon "The Good Mixer."
6. Making an introduction and following it with a brief conversation.
7. Read "With Love From Aunt Hildegarde," pp. 307-311 in Panorama to answer specific questions.
8. Taking a quiz on "With Love From Aunt Hildegarde."
9. Writing a friendly letter thanking someone for a gift.
10. Addressing an envelope for the thank-you letter.
11. Vocabulary study from "Your Inferiority Complex," pp. 312-322 in Panorama.
12. Reading pp. 313-316, "Your Inferiority Complex" in Panorama to answer specific questions.
13. Reading pp. 316-321, "Your Inferiority Complex" in Panorama to find the main ideas.
14. Reviewing vocabulary words by doing a crossword puzzle.
15. Reviewing articles by means of original questions.

IV. SOURCES OF MATERIAL TO BE CONSULTED BY STUDENTS:

TEXT: Panorama

V. Time; 10 days including the evaluation.

2. Listening for the main ideas while the teacher reads a section from "The Good Mixer," pp. 277-278 in Panorama.
3. Reading from the article, "The Good Mixer," to find the main ideas, on pp. 278-284 in Panorama.
4. Reading from "The Good Mixer" to answer specific questions.
5. Making a simple outline based upon "The Good Mixer."
6. Making an introduction and following it with a brief conversation.
7. Read "With Love From Aunt Hildagard," pp. 307-311 in Panorama to answer specific questions.
8. Taking a quiz on "With Love From Aunt Hildagard."
9. Writing a friendly letter thanking someone for a gift.
10. Addressing an envelope for the thank-you letter.
11. Vocabulary study from "Your Inferiority Complex," pp. 313-323 in Panorama.
12. Reading pp. 313-316, "Your Inferiority Complex" in Panorama to answer specific questions.
13. Reading pp. 316-323, "Your Inferiority Complex" in Panorama to find the main ideas.
14. Reviewing vocabulary words by doing a crossword puzzle.
15. Reviewing articles by means of original questions.

IV. SOURCE OF MATERIAL TO BE CONSULTED BY STUDENTS:

TEXT: Panorama

V. Time: 10 days including the evaluation.

LESSON PLANS FOR THE ART OF LIVING

LESSON I

TIME: 45 minutes.

PURPOSE: Listening to find the main ideas in the article,
"The Good Mixer."

- ACTIVITIES: 1. Ask the students the following: According to your own beliefs how would you define a "good mixer".
2. With one of the students at the blackboard ask students to list social skills which everyone should have in order to make the most of himself.
3. Have students write the following words in their notebooks. Break words down into syllables for pronunciation, then find the words used in context for meaning.

Ego
Petulant
Antipathy
Inconsistent
Fallacy
Infallible

4. Have students close their books while the teacher reads the following material pp. 277-278 of the article, "The Good Mixer," in Panorama. Before reading, write the question, What is the point of the story told about Theodore Roosevelt?

THEODORE ROOSEVELT, at a reception given to welcome him to Wyoming, was shaking hands with a long line of admirers. The official introducer standing by his side whispered that a certain man approaching had previously met the colonel, who undoubtedly recalled him.

"No, I can't recall him," Roosevelt whispered back.

"He's been to the White House and lunched with you. His name's Watson."

LESSON PLANS FOR THE ART OF LIVING

LESSON I

Time: 45 minutes.

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ACTIVITIES: 1. Ask the students the following: According to your own beliefs how would you define a "good mixer?"

2. With one of the students at the blackboard ask students to list social skills which everyone should have in order to make the most of himself.

3. Have students write the following words in their notebooks. Break down into syllables for pronunciation, then find the words used in context for meaning.

Ego
Estimate
Antipathy
Inconsistent
Fallacy
Infatigable

4. Have students close their books while the teacher reads the following material pp. 277-278 of the article, "The Good Mixer," in Readings. Before reading, write the question, What is the point of the story told about Theodore Roosevelt?

THEODORE ROOSEVELT, at a reception given to welcome him to Wyoming, was shaking hands with a long line of admirers. The official interpreter standing by his side whispered that a certain man approaching had previously met the colonel, who undoubtedly recalled him. "No, I can't recall him," Roosevelt whispered back. "He's been to the White House and lunched with you. His name's Watson."

"Oh, yes, I know who he is now. How many children has he?"

"Five, no, he has six--another was born just a few days ago."

When Watson reached Roosevelt, both hands were grasped and pumped heartily up and down. "My dear fellow, I'm so glad to see you again. I shall never forget that delightful hour we spent together in Washington. How are those five, oh no, I believe you have six children now?"

Small wonder that Watson was from that moment an ardent Rooseveltian.

Roosevelt loved human beings and derived satisfaction from making them happy. That is why he was one of the world's most competent mixers. He knew that nothing pleases a person as being remembered--especially by the great.

Do you want to be a good mixer? Then why not look into the techniques of this art of mixing? The secret of succeeding socially lies in making other people feel pleased with themselves, and one of the surest ways to make people pleased with themselves is to give them opportunity to be seen and heard to advantage.

5. Have students answer the question, What is the point of the story told about Theodore Roosevelt?
6. Bring out the fact that their answer is the main idea of the section which you have just read.
7. Have students read silently "Why People Are Liked" for the main idea in each paragraph. Have the students write this material in the reading section of their notebooks.
8. If time permits, follow the same procedure for "Laugh With But Not At."

ASSIGNMENT: 1. Finish reading "The Good Mixer," pp. 277-284 in Panorama. As you read, keep in mind the main ideas.

"Oh, yes, I know who he is now. How many children has he?"
"Five, no, he has six--another was born just a few days ago."
When Watson reached Roosevelt, both hands were grasped and pumped heartily up and down. "My dear fellow, I'm so glad to see you again. I shall never forget that delightful hour we spent together in Washington. How are those five, oh no, I believe you have six children now?"
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5. Have students answer the question, What is the point of the story told about Theodore Roosevelt?
6. Bring out the fact that their answer is the main idea of the section which you have just read.
7. Have students read silently "Why People Are Liked" for the main idea in each paragraph. Have the students write this material in the reading section of their notebooks.
8. If time permits, follow the same procedure for "Laugh With But Not At."

ASSIGNMENT: 1. Finish reading "The Good Mixer," pp. 277-284 in Language. As you read, keep in mind the main ideas.

2. Answer the following:

1. Why, according to the author, are people liked? Give your reasons for agreeing or disagreeing with him.
2. Explain and illustrate the difference between laughing with a person and laughing at a person.
3. Discuss the importance of having a stock of ideas.
4. In your own words, define restraint and explain when this quality should be employed.
5. What is a cocky person? What characteristics irritate you most?
6. Why is it difficult to avoid envy? Why do you think that avoiding envy is important?

III. Knowing how to do things

- A.
- B.

IV. Sportswomanhip

- A.
- B.

V. The well-dressed mind

- A.
- B.

VI. Remembering people

- A.
- B.

VII. Restraint

- A.
- B.

VIII. Cockiness

- A.
- B.

IX. Avoiding envy

- A.
- B.

3. Every paragraph contains one main idea. Write that idea for A., B., or C. under each sub-

8. Answer the following:

1. Why, according to the author, are people liked? Give your reasons for agreeing or disagreeing with him.
2. Explain and illustrate the difference between laughing with a person and laughing at a person.
3. Discuss the importance of having a stock of ideas.
4. In your own words, define restraint and explain when this quality should be employed.
5. What is a cocky person? What characteristics irritate you most?
6. Why is it difficult to avoid envy? Why do you think that avoiding envy is important?

ART OF LIVING

LESSON II

TIME: 45 minutes.

PURPOSE: To make a simple outline based upon the article,
"The Good Mixer."

- ACTIVITIES: 1. Use the questions in the previous assignment as a basis for the discussion of this article.
2. Write on the board the nine divisions of the article, following this procedure:
- I. Why people are liked
 - A.
 - B.
 - II. Laugh with but not at
 - A.
 - B.
 - C.
 - III. Knowing how to do things
 - A.
 - B.
 - IV. Sportsmanship
 - A.
 - B.
 - V. The well-dressed mind
 - A.
 - B.
 - VI. Remembering people
 - A.
 - B.
 - VII. Restraint
 - A.
 - B.
 - C.
 - VIII. Cockiness
 - A.
 - B.
 - C.
 - IX. Avoiding envy
 - A.
 - B.
3. Every paragraph contains one main idea. Write that idea for A., B., or C. under each sub-

ART OF LIVING

LESSON II

TIME: 45 minutes.

PURPOSE: To make a simple outline based upon the article, "The Good Mixer."

ACTIVITIES: 1. Use the questions in the previous assignment as a basis for the discussion of this article.

2. Write on the board the nine divisions of the article, following this procedure:

I. Why people are liked

A.
B.

II. Laugh with but not at

A.
B.
C.

III. Knowing how to do things

A.
B.

IV. Sportswanship

A.
B.

V. The well-dressed mind

A.
B.

VI. Remembering people

A.
B.

VII. Restraint

A.
B.

VIII. Goodness

A.
B.

IX. Avoiding envy

A.
B.

3. Every paragraph contains one main idea. Write that idea for A., B., or C. under each sub-

division. When you finish, you should have an outline for the article .

- ASSIGNMENT:
1. Finish the outline on "The Good Mixer."
 2. Review the vocabulary words which were taken from this article by using each one in an informative sentence.

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division. When you finish, you should have an outline for the article.

ASSIGNMENT: 1. Finish the outline on "The Good Miner."

2. Review the vocabulary words which were taken from this article by using each one in an informative sentence.

ART OF LIVING

LESSON III

TIME: 45 minutes.

PURPOSE: To introduce people properly and to carry on intelligent conversations.

ACTIVITIES: 1. Use the following material as an introduction to this lesson:

True politeness is to do the kindest thing in the kindest way. The system of conventional forms required by good breeding is called etiquette. We are always more comfortable when we feel that we know how to meet different situations in social life as they present themselves. Although very few of you will ever be required to meet the formal demands of a royal court, diplomatic presentations, etc., many of you will be involved in the proper behavior in a business office, in the street car, at the movies, in informal entertaining, in private homes, in making introductions, and in talking over the telephone. We may never acquire the polished manners of our diplomats, but we can make our manners acceptable enough to make us welcome in any society if our aim is always to put the other person at ease.

2. A man is always introduced to a woman, except in the case of men of very high rank; the woman's name is mentioned first. Introduce your girl to a boy who is a friend of yours. You meet near the dancing floor. Have several students participate in this introduction.
3. A young woman is always presented to a much older woman, a young man to a much older man, but usually an older man is presented to a woman whether she is young or old. Introduce to your mother two classmates who have come to your home to attend a party.
4. In entertaining a large party of friends the

host or hostess sees that an incoming guest meets a small group standing near him and then as the party progresses other individuals may continue the introductions. It is always difficult and rather embarrassing to a newcomer to be introduced to each individual in a very large group.

Pretend that you are host at a party. Greet a friend of yours from another town, and introduce him to two people--a boy and a girl who are seated near the entrance of the room.

5. Stress the fact that after an introduction has been given, oftentimes there is an embarrassing moment of silence unless someone takes the initiative to start a conversation.
6. Think of a situation in which you can make an introduction and then follow it with brief conversation. You may have several people in your group, if you wish.
7. Allow the students to divide into groups to discuss plans for their introductions and conversations.
8. If time permits, review the vocabulary words by having the students give their original sentences.

ASSIGNMENT: Choose one or two people to work with you and plan an introduction with a brief conversation following.

host or hostess sees that an incoming guest meets a small group standing near him and then as the party progresses other individuals may continue the introduction. It is always difficult and rather embarrassing to a newcomer to be introduced to each individual in a very large group.

Pretend that you are host at a party. Great a friend of yours from another town, and introduce him to two people--a boy and a girl who are seated near the entrance of the room.

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7. Think of a situation in which you can make an introduction and then follow it with brief conversation. You may have several people in your group, if you wish.

8. Allow the students to divide into groups to discuss plans for their introductions and conversations.

9. If time permits, review the vocabulary words by having the students give their original sentences.

ASSIGNMENT: Choose one or two people to work with you and plan an introduction with a brief conversation following.

ART OF LIVING

LESSON IV

TIME: 45 minutes.

PURPOSE: To introduce people and to carry on a conversation.

- ACTIVITIES:
1. Have students give their speeches of introduction.
 2. Have students listen to see if the proper form of introduction has been given.
 3. After each set of speakers has finished, discuss: (1) points that were meritable; (2) points that could be improved.
 4. Do you feel that each person has followed the good habits used in informal conversation that we learned in a previous unit?
 5. Introduce the assignment by asking this question - How do you choose gifts for people?

ASSIGNMENT: Read in Panorama, pp. 307-311 the article, "With Love From Aunt Hildegarde," to find out the method she used for choosing gifts. You will be given a quiz on this material at the beginning of the next class period.

ART OF LIVING

LESSON IV

TIME: 45 minutes.

PURPOSE: To introduce people and to carry on a conversation.

ACTIVITIES: 1. Have students give their speeches of introduction.

2. Have students listen to see if the proper form of introduction has been given.

3. After each set of speeches has finished, discuss: (1) points that were mentioned; (2) points that could be improved.

4. Do you feel that each person has followed the good habits used in informal conversation that we learned in a previous unit?

5. Introduce the assignment by asking this question - How do you choose gifts for people?

ASSIGNMENT: Read in *Parables*, pp. 507-511 the article, "With Love from the Librarian," to find out the method she used for choosing gifts. You will be given a quiz on this material at the beginning of the next class period.

ART OF LIVING

LESSON V

TIME: 45 minutes.

PURPOSE: To write a friendly letter thanking a person for a gift.

- ACTIVITIES: 1. At the beginning of the period give the following check quiz.
1. What are three ways of choosing presents for other people?
 2. What method did Aunt Hildegarde use?
 3. Name at least two of the gifts that she gave.
 4. Tell why they were selected by Aunt Hildegarde.
2. When you receive a gift, how do you generally show your appreciation?
3. Discuss the "friendly letter" form, illustrating the format on the board.
4. With the help of the students set up an outline which they can use for writing their letters, thanking someone for a gift.

ASSIGNMENT: Using ink, white paper, and the outline which we made in class, write a friendly letter in which you thank someone for a gift.

ART OF LIVING

LESSON V

TIME: 45 minutes.

PURPOSE: To write a friendly letter thanking a person for a gift.

ACTIVITIES: 1. At the beginning of the period give the following check data.

1. What are three ways of choosing presents for other people?
2. What method did Aunt Hildgarde use?
3. Name at least two of the gifts that she gave.
4. Tell why they were selected by Aunt Hildgarde.
5. When you receive a gift, how do you generally show your appreciation?
6. Discuss the "friendly letter" form, illustrating the format on the board.
7. With the help of the students set up an outline which they can use for writing their letters, thanking someone for a gift.
8. Using ink, white paper, and the outline which was made in class, write a friendly letter in which you thank someone for a gift.

ART OF LIVING

LESSON VI

TIME: 45 minutes.

PURPOSE: To address envelopes for the friendly letter.

- ACTIVITIES:
1. Put on the board the procedure to follow when addressing an envelope.
 2. Give envelopes to students.
 3. Have them address an envelope to the person to whom they wrote the thank-you letter.
 4. Discuss the following vocabulary words from "Your Inferiority Complex." Write the words in the notebooks, break them into syllables, get clues from the context for meanings.

Egocentric
Environmental
Posing
Bluff
Derogatory
Pathological
Compensate
Rationalizing
Humility

5. Use these questions as an introduction to "Your Inferiority Complex."
 1. What is the meaning of an inferiority complex?
 2. What common every-day experiences frequently tend to make the average person feel inferior?

ASSIGNMENT: 1. In Panorama read pp. 313-316, "Your Inferiority Complex."

2. Answer the following:

1. What is a complex? Discuss the meaning of

ART OF LIVING

LESSON VI

TIME: 45 minutes.

PURPOSE: To address envelopes for the friendly letter.

ACTIVITIES: 1. Put on the board the procedure to follow when addressing an envelope.

2. Give envelopes to students.

3. Have them address an envelope to the person to whom they wrote the thank-you letter.

4. Discuss the following vocabulary words from "Your Inferiority Complex." Write the words in the notebook, break them into syllables, get ideas from the context for meanings.

Psychiatric
Neurological
Foolish
Gift
Derogatory
Pathological
Compensate
Rationalizing
Inimicity

5. Use these questions as an introduction to "Your Inferiority Complex."

1. What is the meaning of an inferiority complex?

2. What common everyday experiences frequently tend to make the average person feel inferior?

ASSIGNMENT: 1. In Paragraphs read pp. 313-316, "Your Inferiority Complex."

2. Answer the following:

1. What is a complex? Discuss the meaning of

the term, inferiority complex.

2. What evidence does the author give to prove the point that the true genius does not feel superior.

3. Name the three ways in which the victim of an inferiority complex may try to escape from it.

TIME: 45 minutes

PURPOSE: To read or

ACTIVITIES: 1. Use the questions given in the previous assignment as a basis for discussing "Inferiority Complex."

2. Review the vocabulary words by having students use them in sentences.

3. Assign students paragraphs from the material on pp. 316-321. Allow them time to read over their material. This will enable the teacher to help any individual with pronunciation. When they are ready, ask everyone with the exception of the reader to close his book.

4. Introduce the reading lesson by stating: We are going to listen for eight ways in which people compensate for feelings of inferiority. When everyone has finished reading, I am going to ask you to name each of these compensations and tell me something about it.

5. Have each student read his assigned section.

6. After the material has been read put the following question on the board: What are the eight ways that people compensate for feelings of inferiority? Choose three of them and explain each one in detail.

ASSIGNMENT: 1. Finish the article.

2. Answer the following:

1. What does the author say about bluff?
2. What does he say about posing?
3. What does he mean by passing it on to others?

the term, inferiority complex.

2. What evidence does the author give to prove the point that the time genius does not feel superior.

3. Name the three ways in which the victim of an inferiority complex may try to escape from it.

ART OF LIVING

LESSON VII

TIME: 45 minutes.

PURPOSE: To read orally for the main ideas.

- ACTIVITIES:
1. Use the questions given in the previous assignment as a basis for discussing "Your Inferiority Complex."
 2. Review the vocabulary words by having students use them in sentences.
 3. Assign students paragraphs from the material on pp. 316-321. Allow them time to read over their material. This will enable the teacher to help any individual with pronunciation. When they are ready, ask everyone with the exception of the reader to close his book.
 4. Introduce the reading lesson by stating:
We are going to listen for eight ways in which people compensate for feelings of inferiority. When everyone has finished reading, I am going to ask you to name each of these compensations and tell me something about it.
 5. Have each student read his assigned section.
 6. After the material has been read put the following question on the board: What are the eight ways that people compensate for feelings of inferiority? Choose three of them and explain each one in detail.

- ASSIGNMENT:
1. Finish the article.
 2. Answer the following:
 1. What does the author say about bluff?
 2. What does he say about posing?
 3. What does he mean by passing it on to others?

ART OF LIVING

LESSON VII

Time: 45 minutes.

PURPOSE: To read orally for the main ideas.

ACTIVITIES: 1. Use the questions given in the previous assignment as a basis for discussing "Your Inferiority Complex."

2. Review the vocabulary words by having students use them in sentences.

3. Assign students paragraphs from the material on pp. 216-221. Allow them time to read over that material. This will enable the teacher to help any individual with pronunciation. When they are ready, ask everyone with the exception of the reader to close his book.

4. Introduce the reading lesson by stating: We are going to listen for eight ways in which people compensate for feelings of inferiority. When everyone has finished reading, I am going to ask you to name each of these compensations and tell me something about it.

5. Have each student read his assigned section.

6. After the material has been read put the following question on the board: What are the eight ways that people compensate for feelings of inferiority? Choose three of them and explain each one in detail.

ASSIGNMENT: 1. Finish the article.

2. Answer the following:

1. What does the author say about him?
2. What does he say about posing?
3. What does he mean by passing it on to others?

4. Give an example of a situation in which you rationalized.
5. What are the four ways, according to the author, which a person may use to cure an inferiority complex?

TIME: 20 minutes.

PURPOSE: To review vocabulary words used in this unit.

- ACTIVITIES:
1. Use the questions in the previous assignment as a means for discussing "Your Inferiority Complex."
 2. Review vocabulary words discussed in this unit by allowing students to do the crossword puzzle. The words which are not used in the puzzle can be taken care of by asking students to use them in sentences.

ASSIGNMENT: Review the following articles: "The Good Mixer," "With Love From Aunt Hildegard," "Your Inferiority Complex" by writing 10 questions (five on each article). We will use the questions in a contest between two teams during our next lesson. Be sure that you know the answers.

4. Give an example of a situation in which you rationalized.
5. What are the four ways, according to the author, which a person may use to cure an inferiority complex?

ART OF LIVING

LESSON VIII

TIME: 45 minutes.

PURPOSE: To review vocabulary words used in this unit.

- ACTIVITIES: 1. Use the questions in the previous assignment as a means for discussing "Your Inferiority Complex."
2. Review vocabulary words discussed in this unit by allowing students to do the crossword puzzle. The words which are not used in the puzzle can be taken care of by asking students to use them in sentences.

ASSIGNMENT: Review the following articles: "The Good Mixer," "With Love From Aunt Hildegard," "Your Inferiority Complex" by writing 15 questions (five on each article). We will use the questions in a contest between two teams during our next lesson. Be sure that you know the answers.

ART OF LIVING

LESSON VIII

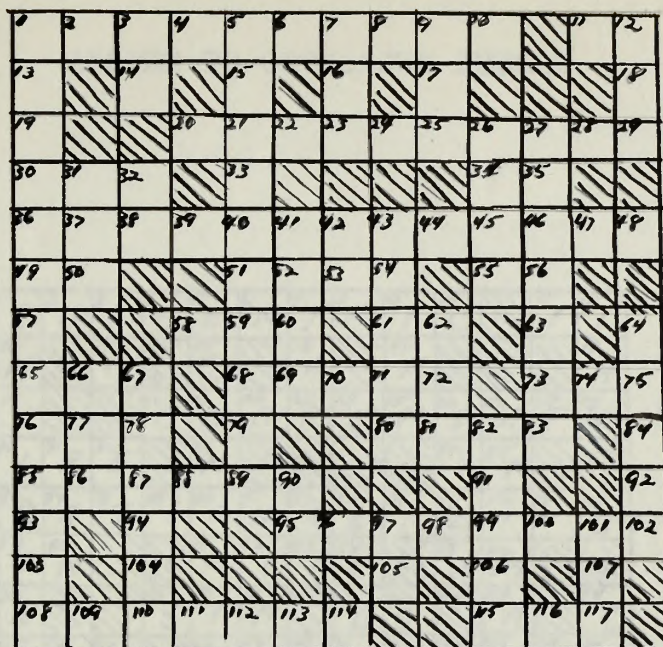
TIME: 45 minutes.

PURPOSE: To review vocabulary words used in this unit.

ACTIVITIES: 1. Use the questions in the previous assignment as a means for discussing "Your Inferiority Complex."

2. Review vocabulary words discussed in this unit by allowing students to do the crossword puzzle. The words which are not used in the puzzle can be taken care of by asking students to use them in sentences.

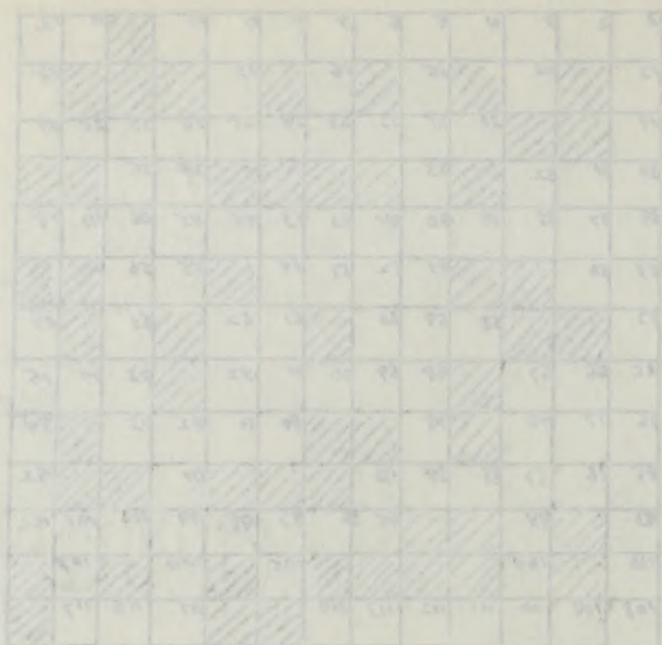
ASSIGNMENT: Review the following articles: "The Good Mixer," "With Love From Aunt Hildegarde," "Your Inferiority Complex" by writing 15 questions (five on each article). We will use the questions in a contest between two teams during our next lesson. Be sure that you know the answers.



ACROSS

DOWN

- | | |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 1. Self-centered | 1. This type of handicap may cause a feeling of inferiority |
| 11. Pronoun | 3. Preposition |
| 20. Serve as a substitute | 5. Not wasteful |
| 30. Angry | 7. Spigot |
| 34. Preposition | 9. Tavern |
| 35. Devising acceptable reasons for beliefs which cannot be creditably justified to oneself in terms of their actual motives | 12. Article |
| 49. Preposition | 26. Measurement |
| 51. Small amount | 27. You will find these at the zoo |
| 55. Half type | 31. Flowed |
| 58. Transgression | 32. Latin word for and |
| 61. Conjunction | 41. Baseball team |
| 65. You will find on in an atlas | 42. Preposition |
| 68. Stop | 43. Smallest amount |
| 73. A sign of the zodiac | 62. To perceive |
| 76. Self | 64. No one likes this kind of person |
| 80. Girl's name | 66. To mature |
| 85. To snuggle | 67. Act of covering up an inferiority complex by a show |
| 95. The quality of being humble | 82. Compact |
| 108. Characterized by clear reasoning | 90. Interjection |
| 115. A type of dreaming done by some | 97. Pronoun |
| | 101. Attempt |



DOWN

ACROSS

- | | |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. This type of handwriting may cause a feeling of inferiority | 1. Self-centered |
| 2. Proposition | 11. From |
| 3. Not wasteful | 20. Serve as a substitute |
| 4. Big | 21. Angry |
| 5. Tavern | 22. Proposition |
| 6. Article | 23. Devising acceptable reasons for beliefs which cannot be credibly justified to oneself in terms of their actual motives |
| 7. Measurement | 24. Proposition |
| 8. You will find these at the zoo | 25. Small amount |
| 9. Flowed | 26. Half type |
| 10. Latin word for and | 27. Transposition |
| 11. Baseball team | 28. Conjunction |
| 12. Proposition | 29. You will find on in |
| 13. Small amount | 30. as well |
| 14. To perceive | 31. Stop |
| 15. No one likes this kind of person | 32. A sign of the zodiac |
| 16. To mature | 33. Self |
| 17. Act of covering up an inferiority complex by a show | 34. Girl's name |
| 18. Compact | 35. To struggle |
| 19. Interjection | 36. The quality of being humble |
| 20. From | 37. Characterized by clear reasoning |
| 21. All right | 38. A type of dressing done by some |

ANSWER TO CROSSWORD PUZZLE

1	2	3	4	5	6	7	8	9	10	11	12
E	G	O	C	E	N	T	R	I	C	/	T
13	14	15	16	17	18	19	20	21	22	23	24
N	/	F	/	C	/	A	/	N	/	/	H
25	26	27	28	29	30	31	32	33	34	35	36
V	/	/	C	O	M	P	E	N	S	A	T
37	38	39	40	41	42	43	44	45	46	47	48
I	R	E	/	N	/	/	/	/	I	N	/
49	50	51	52	53	54	55	56	57	58	59	60
R	A	T	/	O	N	A	L	I	Z	I	N
61	62	63	64	65	66	67	68	69	70	71	72
U	N	/	/	M	I	T	E	/	E	M	/
73	74	75	76	77	78	79	80	81	82	83	84
N	/	/	S	I	N	A	S	/	A	/	C
85	86	87	88	89	90	91	92	93	94	95	96
M	A	P	/	C	E	I	S	E	/	L	E
97	98	99	100	101	102	103	104	105	106	107	108
E	G	O	/	A	/	/	T	E	S	/	C
109	110	111	112	113	114	115	116	117	118	119	120
N	E	S	T	L	E	/	/	/	/	/	K
121	122	123	124	125	126	127	128	129	130	131	132
T	/	I	/	/	H	U	M	I	L	I	T
133	134	135	136	137	138	139	140	141	142	143	144
A	/	N	/	/	/	E	/	/	I	/	R
145	146	147	148	149	150	151	152	153	154	155	156
L	O	G	I	C	A	L	/	/	D	A	Y

ART OF LIVING

LESSON IX

TIME: 45 minutes.

PURPOSE: To review material for unit test.

- ACTIVITIES:
1. Check answers of the crossword puzzles done in the previous assignment.
 2. Divide the group into two teams.
 3. Allow students to ask their own questions and to judge whether to give the person who answers credit for his reply.
 4. If all the material is not covered by students' questions, teacher should supplement with his material.
 5. Reward the team that received the highest score with pencils or blocks of paper.

ASSIGNMENT: Review all of the questions which we have had on this unit for a test based upon the articles which we have read and the vocabulary words.

II. Read the following articles; then fill in the spaces the material required to complete the outline.

The most popular game in the world, basketball, was invented in 1891 by Dr. James Naismith, physical director at the Y. W. C. A. College in Springfield, Massachusetts. At first the sport was not popular; in fact many of the young men of the 1890's scoffed at basketball, considering it a "sissy" game. Because of its restrictions against bodily contact, gradually, however, this opinion changed. The game was not "an old man's game" any more, and having it was cool. The basketball outfit was called the high school, which basketball outfit was

ART OF LIVING

LESSON IX

TIME: 45 minutes.

PURPOSE: To review material for unit test.

- ACTIVITIES:
1. Check answers of the crossword puzzles done in the previous assignment.
 2. Divide the group into two teams.
 3. Allow students to ask their own questions and to judge whether to give the person who answers credit for his reply.
 4. If all the material is not covered by students' questions, teacher should supplement with his material.
 5. Reward the team that received the highest score with pencils or blocks of paper.

ASSIGNMENT: Review all of the questions which we have had on this unit for a test based upon the articles which we have read and the vocabulary words.

UNIT TEST ON ART OF LIVING

LESSON X

I. Match the words in Column I with the meanings in Column II.

I

1. Antipathy
2. Posing
3. Humility
4. Ego
5. Derogatory
6. Petulant
7. Bluff
8. Compensate
9. Complex
10. Egocentric

II

- A. Self
- B. Expressing low esteem
- C. Fretful
- D. Assuming a studied attitude
- E. An act of submission
- F. An exaggerated fear with regard to some subject
- G. Dislike
- H. Self-centered
- I. To make up for
- J. Pretension by show of assurance

II. Read the following article; then fill in the spaces the material required to complete the outline.

The most popular game in the world, basketball, was invented in 1891 by Dr. James Naismith, physical director at the Y. M. C. A. College in Springfield, Massachusetts. At first the sport was not popular; in fact many of the young men of the 1800's scoffed at basketball, considering it a "sissy" game. Because of its restrictions against bodily contact, gradually, however, this opinion changed. The game was not "an old man's game" slow, stupid, and boring. It was fast, fascinating, thrilling; it called for high speed, quick thinking, perfect teamwork,

UNIT TEST ON ART OF LIVING

LESSON X

I. Match the words in Column I with the meanings in Column II.

I

1. Antipathy
2. Posing
3. Humility
4. Sec
5. Derogatory
6. Reluctant
7. Bluff
8. Compensate
9. Complex
10. Egocentric

II

- A. Self
- B. Expressing low esteem
- C. Pretend
- D. Assuming a studied attitude
- E. An act of submission
- F. An exaggerated fear with regard to some subject
- G. Dislike
- H. Self-centered
- I. To make up for
- J. Pretension or show of assurance

II. Read the following article; then fill in the spaces the material required to complete the outline.

The most popular game in the world, basketball, was invented in 1891 by Dr. James Naismith, physical director at the Y. M. C. A. College in Springfield, Massachusetts. At first the sport was not popular; in fact many of the young men of the 1890's scoffed at basketball, considering it a "stale" game. Because of its restrictions against bodily contact, gradually, however, this opinion changed. The game was not "an old man's game" after all, and boring. It was fast, fascinating, thrilling; it called for high speed, quick thinking, perfect teamwork.

and great physical skills. Within a few years the American public became wildly enthusiastic about the sport. Soon every gymnasium, college, high school, and grammar school in the land had basketball teams. Cities, villages, towns, industrial plants, and church groups organized teams, all striving for regional championships.

Enthusiasm for this game is not limited to the United States. Basketball, a sport devised by an American for Americans, has been adopted by the whole world. Its rules, standardized by an American committee and translated into thirty different languages, have been used in more than seventy-five countries. An indoor sport originally, basketball is played outdoors in many other lands - Greece, the Hawaiian Islands, and France. For example, in Estonia the basketball season, beginning in October, lasts five months; in Honolulu basketball is a year-round sport. American referees, often the targets of audience disapproval, might well envy referees in Italy. There a referee has the authority to arrest any spectator making a nuisance of himself by booing, hissing, or complaining loudly about decisions.

- I. _____
 A. _____
 B. _____
- II. _____
 A. _____
 B. _____
 C. _____

III. Complete the following statements by filling in the blanks.

1. There are three ways of choosing presents for other people: 1. _____, 2. _____, and 3. _____.
2. The method that Aunt Hildegard chose was 1. _____.
3. Some people unconsciously try to escape from an inferiority complex by 1. _____, 2. _____, or 3. _____.
4. A means of compensating for a feeling of inferiority may be by 1. _____, 2. _____, 3. _____, and 4. _____.
5. If you really want to overcome that feeling of inferiority, you must 1. _____, 2. _____, 3. _____, and 4. _____.

and great physical skills. Within a few years the West-
ern public became wildly enthusiastic about the sport.
Soon every gymnasium, college, high school, and grammar
school in the land had basketball teams. Cities, villages,
towns, industrial plants, and church groups organized
teams, all striving for regional championships.
Basketball for this game is not limited to the United
States. Basketball, a sport devised by an American for
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seventy-five countries. An indoor sport originally,
basketball is played outdoors in many other lands - Sweden,
the Hawaiian Islands, and France. For example, in Sweden
the basketball season, beginning in October, lasts five
months; in Honolulu basketball is a year-round sport.
American referees, often the targets of audience disap-
proval, might well envy referees in Italy. There a referee
has the authority to arrest any spectator making a mis-
sense of himself by booing, hissing, or complaining loudly
about decisions.

- I. _____
A. _____
B. _____
- II. _____
A. _____
B. _____
C. _____

- III. Complete the following statements by filling in the blanks.
- 1. There are three ways of choosing presents for other people: 1. _____, 2. _____, and 3. _____.
 - 2. The method that Aunt Hildgarde chose was 1. _____.
 - 3. Some people unconsciously try to escape from an in-
feriority complex by 1. _____, 2. _____, or 3. _____.
 - 4. A means of compensating for a feeling of inferiority
may be by 1. _____, 2. _____, and 3. _____.
 - 5. If you really want to overcome that feeling of in-
feriority, you must 1. _____, 2. _____,
and 3. _____.

IV. How would you introduce the following:

1. A boy your age to your father?
2. Your father to your teacher (woman)?

V. Write a friendly letter to me telling me what, according to the author, a person must do in order to become a good mixer.

3. To acquire ideals for successful living.

II. SPECIFIC OBJECTIVES:

1. To read to distinguish facts from opinion from the article, "How To Detect And Analyze Propaganda."
2. To develop proper study habits.
3. To organize beginning sentences to be later used for Speech of Appeal.
4. To organize Speech of Appeal.
5. To develop oral skills by giving Speech of Appeal.
6. To review for unit test by studying to answer specific questions.

III. STUDENT ACTIVITIES:

1. To use the S.Q.O.A. Method of Study for Part I, pp. 183-186 in Fanorens, "How To Detect And Analyze Propaganda."
2. To make a notebook containing illustrations of the seven propaganda devices.
3. Reading to answer specific questions.
4. Developing beginning sentences which can be used for Speech of Appeal.
5. To make an outline for Speech of Appeal.
6. To give Speech of Appeal.

IV. How would you introduce the following:

1. A boy your age to your father?
2. Your father to your teacher (woman)?

V. Write a friendly letter to me telling me what, according to the author, a person must do in order to become a good mixer.

UNIT - 4 - WAYS OF THINKING

I. GENERAL OBJECTIVES:

1. To develop ability to think and to organize ideas.
2. To gain power in the reception of thought through reading and listening.
3. To acquire ideals for successful living.

II. SPECIFIC OBJECTIVES:

1. To read to distinguish facts from opinion from the article, "How To Detect And Analyze Propaganda."
2. To develop proper study habits.
3. To organize beginning sentences to be later used for Speech of Appeal.
4. To organize Speech of Appeal.
5. To develop oral skills by giving Speech of Appeal.
6. To review for unit test by studying to answer specific questions.

III. STUDENT ACTIVITIES:

1. To use the S.Q.3R. Method of Study for Part I, pp. 182-186 in Panorama, "How To Detect And Analyze Propaganda."
2. To make a notebook containing illustrations of the seven propaganda devices.
3. Reading to answer specific questions.
4. Devising beginning sentences which can be used for Speech of Appeal.
5. To make an outline for Speech of Appeal.
6. To give Speech of Appeal.

UNIT - 4 - WAYS OF THINKING

I. GENERAL OBJECTIVES:

1. To develop ability to think and to organize ideas.
2. To gain power in the reception of thought through reading and listening.
3. To acquire habits for successful living.

II. SPECIFIC OBJECTIVES:

1. To read to distinguish facts from opinion from the article, "How To Detect and Analyze Propaganda."
2. To develop proper study habits.
3. To organize beginning sentences to be later used for speech of appeal.
4. To organize speech of appeal.
5. To develop oral skills by giving speech of appeal.
6. To review for unit test by studying to answer specific questions.

III. STUDENT ACTIVITIES:

1. To use the S.O.S.R. Method of Study for Part I, pp. 182-183 in Propaganda, "How To Detect and Analyze Propaganda."
2. To make a notebook containing illustrations of the seven propaganda devices.
3. Reading to answer specific questions.
4. Developing beginning sentences which can be used for speech of appeal.
5. To make an outline for speech of appeal.
6. To give speech of appeal.

7. To review the questions discussed in the unit; to prepare for a test.

IV. SOURCES OF MATERIAL TO BE CONSULTED BY THE STUDENT:

TEXT: Panorama

CURRENT MAGAZINES: Time
Life
Saturday Evening Post

DAILY NEWSPAPERS

- V. TIME: 9 days including the evaluation.

7. To review the questions discussed in this unit; to
prepare for a test.

IV. SOURCES OF MATERIAL TO BE CONSULTED BY THE STUDENT:

TEXT: Programs

CURRENT MAGAZINES: Time

Life

Saturday Evening Post

DAILY NEWSPAPERS

V. TIME: 3 days including the evaluation.

LESSON PLANS FOR WAYS OF THINKING

LESSON I

TIME: 45 minutes.

PURPOSE: To read to distinguish facts from opinion.

- ACTIVITIES:
1. Look up the word, propaganda, in both the abridged and the unabridged forms of the dictionary.
 2. What does the term mean to you?
 3. Give and discuss examples of propaganda. Be sure to include examples of both good and bad.
 4. Illustrate and show examples of name calling and testimonial devices.
 5. Use the S.Q.3R. (Method used in the B. U. Reading Clinic) in the study of Part I of "How To Analyze Propaganda," pp. 182-186 in Panorama.

ASSIGNMENT: Cut from newspapers or magazines examples of these devices-name calling and testimonial-which will later be used for notebook work.

STUDENTS OFTEN THINK THAT THEY ARE DOING A PARTICULARLY GOOD JOB OF STUDYING WHEN THEY READ THE SAME MATERIALS OVER AND OVER AGAIN. THIS IS NOT TRUE. IF THE RIGHT KIND OF STUDYING IS DONE IN THE FIRST PLACE, THERE WILL BE NO NEED FOR EXTENSIVE RE-READING.

(Material from Reading Clinic, Boston University, Boston, Massachusetts)

LESSON PLANS FOR WAYS OF THINKING

LESSON I

TIME: 45 minutes.

PURPOSE: To read to distinguish facts from opinion.

ACTIVITIES: 1. Look up the word, propaganda, in both the unabridged and the unabridged forms of the dictionary.

2. What does the term mean to you?

3. Give and discuss examples of propaganda. Be sure to include examples of both good and bad.

4. Illustrate and show examples of name-calling and testimonial devices.

5. Use the S.C.R. (Method used in the R. U. Reading Clinic) in the study of Part I of "How to Analyze Propaganda," pp. 182-188 in Formosa.

ASSIGNMENT: Cut from newspapers or magazines examples of these devices-name calling and testimonial-which will later be used for notebook work.

STEPS IN TEXTBOOK STUDY S.Q.3R.

- Step 1 - Look through the whole assignment. Read the headings if there are any. Read the summary if there is one. Try to get a general idea of the content of the whole lesson. Later you can piece the details into the framework which you have in mind, and the whole lesson will mean more to you.
- Step 2 - Think of the questions which are likely to be answered in the lesson. Write these questions down when you are first learning this method of study. Later you may keep them in mind only. Then read to find the answers to the questions. In this way, your reading will have much more purpose, and you will remember it more easily. Often the headings can very easily be turned into questions.
- Step 3 - Read the lesson carefully. Try especially to find the answers to the questions which you have raised.
- Step 4 - Go back over the lesson immediately. Check the headings and also your own questions. Ask yourself: "Do I remember what this section was about?" or "Can I answer this question?" If you find that you cannot, you know that you must reread the particular part which you did not understand or have forgotten. Step 4 is very important. Giving yourself an immediate quiz on what you have just read is the best possible way to prevent forgetting.
- Step 5 - Some time later, and also before an examination, go back to your headings and questions again and quiz yourself. Reread only those parts which you have forgotten. If you have taken Steps 1, 2, 3, and 4 faithfully, you will find that you do not have too much to reread.

STUDENTS OFTEN THINK THAT THEY ARE DOING A PARTICULARLY GOOD JOB OF STUDYING WHEN THEY READ THE SAME MATERIALS OVER AND OVER AGAIN. THIS IS NOT TRUE. IF THE RIGHT KIND OF STUDYING IS DONE IN THE FIRST PLACE, THERE WILL BE NO NEED FOR EXTENSIVE REREADING.

(Material from Reading Clinic, Boston University, Boston, Massachusetts)

STEPS IN TEXTBOOK STUDY 2.0.3R.

Step 1 - Look through the whole assignment. Read the headings if there are any. Read the summary if there is one. Try to get a general idea of the content of the whole lesson. Later you can place the details into the framework which you have in mind, and the whole lesson will mean more to you.

Step 2 - Think of the questions which are likely to be answered in the lesson. Write these questions down when you are first learning this method of study. Later you may keep them in mind only. Then read to find the answers to the questions. In this way, your reading will have much more purpose, and you will remember it more easily. Often the headings can very easily be turned into questions.

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WAYS OF THINKING

LESSON II

TIME: 45 minutes.

PURPOSE: To distinguish fact from opinion through the study of an article, "How To Detect And Analyze Propaganda."

ACTIVITIES: 1. Discuss the following:

1. What is the chief difference between a scientist and a propagandist?
 2. Is propaganda always evil? If not, can you name some examples of good propaganda?
 3. What was the author's experience during the World War? What did his experience with Debs teach him?
 4. Do our emotions help or hinder straight thinking?
2. Discuss the propaganda devices-name calling and testimonial- which students have brought in.
 3. Discuss and illustrate two new devices: glittering generalities and card stacking.
 4. If time permits, read to the students Part II which defines the term, propaganda and shows how various tyrants have used this device in obtaining power for themselves.

ASSIGNMENT: Bring in examples of the two new propaganda devices- glittering generalities and card stacking.

WAYS OF THINKING

LESSON II

TIME: 45 minutes.

PURPOSE: To distinguish fact from opinion through the study of an article, "How to Detect and Analyze Propaganda."

ACTIVITIES: I. Discuss the following:

1. What is the chief difference between a scientist and a propagandist?
2. Is propaganda always evil? If not, can you name some examples of good propaganda?
3. What was the author's experience during the World War? What did his experience with propaganda teach him?
4. Do our emotions help or hinder straight thinking?
5. Discuss the propaganda devices-name calling and testimonials-which students have brought in.
6. Discuss and illustrate two new devices: glittering generalities and card stacking.
7. If time permits, read to the students part II which defines the terms, propaganda and shows how various tyrants have used this device in obtaining power for themselves.

ASSIGNMENT: Bring in examples of the two new propaganda devices-glittering generalities and card stacking.

WAYS OF THINKING

LESSON III

TIME: 45 minutes.

PURPOSE: To distinguish facts from opinion from reading an article on propaganda.

ACTIVITIES: 1. Finish reading Part II, pp. 187-193.

2. Discuss the following:

1. What are the three things to observe about propaganda? What does the author mean by conflict?
2. What does the author mean by the word, conditioned?
3. What is the chief difference between the totalitarian type of government and the democratic type of government?
4. What are the dictators' most important means of control?
5. Explain what the author means by stating that authority flows from the bottom up and obedience from the top down.
6. In the long run, is dictatorship as efficient as democracy? Explain why you believe that democracy has a great advantage over other forms of government.

3. Check on the devices that the students have brought to class.

4. Discuss the transfer device. Be sure to show illustrations. Ask students to give you examples.

ASSIGNMENT: Find examples of the transfer device in either magazines or newspapers. If you cannot find this device, you may draw an example.

WAYS OF THINKING

LESSON III

TIME: 45 minutes.

PURPOSE: To distinguish facts from opinion from reading an article on propaganda.

ACTIVITIES: 1. Finish reading Part II, pp. 187-188.

2. Discuss the following:

1. What are the three things to observe about propaganda? What does the author mean by conflict?
2. What does the author mean by the word, conditioned?
3. What is the chief difference between the totalitarian type of government and the democratic type of government?
4. What are the dictator's most important means of control?
5. Explain what the author means by stating that authority flows from the bottom up and obedience from the top down.
6. In the long run, is dictatorship as efficient as democracy? Explain why you believe that democracy has a great advantage over other forms of government.

3. Check on the devices that the students have brought to class.

4. Discuss the transfer device. Be sure to show illustrations. Ask students to give you examples.

ASSIGNMENT: Find examples of the transfer device in either magazines or newspapers. If you cannot find this device, you may draw an example.

WAYS OF THINKING

LESSON IV

TIME: 45 minutes.

PURPOSE: To develop proper study habits.

ACTIVITIES: I. Give the notebook requirements:

- A. Make an attractive cover.
- B. Include a table of contents.
- C. In the introduction include:
 1. A table of contents
 2. The original meaning of propaganda
 3. The present meaning of propaganda
 4. The three things to observe about propaganda
 5. State a good way to analyze propaganda
- D. In the body explain and illustrate the seven propaganda devices.

II. Refer to text, Panorama, to see how table of contents is set up. Also refer to other texts, history, science, etc., for the format.

III. Discuss the propaganda devices-bandwagon and plain folks-which are easy to find.

IV. Follow the S.Q.3R. method. Study Part III pp. 193-197. Have the students study this material under the guidance of the teacher.

ASSIGNMENT: 1. Finish reading Part III, pp. 193-197.

2. Get illustrations for the bandwagon and plain folks devices.

3. Begin work on the notebook.

WAYS OF THINKING

LESSON IV

TIME: 45 minutes.

PURPOSE: To develop proper study habits.

ACTIVITIES: I. Give the notebook assignments:

- A. Make an attractive cover.
 - B. Include a table of contents.
 - C. In the introduction include:
 1. A table of contents
 2. The original meaning of propaganda
 3. The present meaning of propaganda
 4. The three things to observe about propaganda
 5. State a good way to analyze propaganda
 - D. In the body explain and illustrate the seven propaganda devices.
 - II. Refer to text, Paraphrase, to see how table of contents is set up. Also refer to other books, history, science, etc., for the format.
 - III. Discuss the propaganda device-paraphrase and plain folk-which are easy to find.
 - IV. Follow the 2.6.3K method. Study Part III pp. 123-127. Have the students study this material under the guidance of the teacher.
- ASSIGNMENT: 1. Finish reading Part III, pp. 123-127.
2. Get illustrations for the paraphrase and plain folk devices.
 3. Begin work on the notebook.

3. I have saved enough money for cab fares to and from the dance, but if I use my money in this manner, what will I use for a corsage?

IV. Suppose that you were in a situation in which your life depended upon your selling an airplane kit to customers in a store. Write a sentence which you could use as an opening sentence addressed to one person to whom you are trying to sell this kit.

V. After students have written sentences, ask a few of them to stand in front of the class and give them orally. Discuss--Has the person attracted your attention? Why? Why not?

VI. Now let's pretend that you are trying to persuade me to give you an A in English. Write an opening sentence which will attract my attention.

VII. Again have students give sentences orally. Inform them that you are going to be the judge this time in regard to the attention-getter sentence.

ASSIGNMENT: 1. Think of a recent occasion in which you tried to persuade someone to do something.

2. Using the same situation write two sentences in which you try to obtain the attention of the listener.

3. I have saved enough money for cab fares to and from the dance, but if I use my money in this manner, what will I use for a car-
age?

IV. Suppose that you were in a situation in which your life depended upon your selling an airplane kit to customers in a store. Write a sentence which you could use as an opening sentence addressed to one person to whom you are trying to sell this kit.

V. After students have written sentences, ask a few of them to stand in front of the class and give them orally. Discuss--Has the person attracted your attention? Why? Why not?

VI. Now let's pretend that you are trying to persuade me to give you an A in English. Write an opening sentence which will attract my attention.

VII. Again have students give sentences orally. Inform them that you are going to be the judge this time in regard to the attention-getting sentence.

ASSIGNMENT: I. Think of a recent occasion in which you tried to persuade someone to do something.

2. Using the same situation write two sentences in which you try to obtain the attention of the listener.

WAYS OF THINKING

LESSON V

TIME: 45 minutes.

PURPOSE: To organize beginning sentences which may later be used in the speech of appeal.

ACTIVITIES: I. Teacher's Introduction

How many of you have had a tough time asking your dads for the family car for a Saturday night's date? Or have you ever tried to persuade your English teacher to give you an A? Possibly you have been selling tickets to a recent dance. Were you successful? Would you like to know how to sell yourself to someone who shows no interest? Today we are going to learn how to attract the attention of others by using only one sentence.

II. Write the following on the board:

1. I am going to tell you about making an airplane.
2. Would you care to buy a ticket for the Junior Prom?
3. The topic of my speech is buying guns.
4. May I borrow the family car tonight, Dad?

III. Would you be persuaded by any of these statements to do any of the suggested things? Why not? Let's take the family car situation. What approach do you use when you ask your father, especially if he has a new car? Have you ever tried any of the following?

1. Dad, if you were going to take a girl to a formal dance, do you think it is fair to expect her to walk?
2. If you had a date with an attractive girl who is used to nice things, how would you get her to the forth-coming Junior Prom?

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WAYS OF THINKING

LESSON VI

TIME: 45 minutes.

PURPOSE: To organize Speech of Appeal.

- ACTIVITIES:
1. We have been studying ways that the propagandist persuades you to believe him; how would you go about asking someone to persuade you? Have students give the two sentences of appeal which they did for their assignment.
 2. After each student has recited, allow the other members of the class decide which sentence is better.
 3. Then write one of the sentences on the board. With students make a list of items which should be included if a person were using this idea for a Speech of Appeal.
 4. Number the items according to their order of importance.
 5. In the Speech of Appeal emphasize the fact that the speaker should be concerned with his belief in the righteousness of his cause.
 6. Work out a three-step outline with students. Give them individual help with their outlines. Give them white cards upon which they can write their final copies.

ASSIGNMENT: Practice the Speech of Appeal several times before coming to class.

WAYS OF THINKING

LESSON VI

TIME: 45 minutes.

PURPOSE: To organize speech of appeal.

- ACTIVITIES:
1. We have been studying ways that the propagandist persuades you to believe him; how would you go about asking someone to persuade you? Have students give one two sentences of appeal which they did for their assignment.
 2. After each student has written, allow the other members of the class decide which sentence is better.
 3. Then write one of the sentences on the board. With students make a list of items which should be included in a person using this idea for a speech of appeal.
 4. Number the items according to their order of importance.
 5. In the speech of appeal emphasize the last item. The speaker should be concerned with his belief in the righteousness of his cause.
 6. Work out a three-step outline with students. Give them individual help with their outlines. Give them white cards upon which they can write their final copies.

ASSIGNMENT: Practice the speech of appeal several times before coming to class.

WAYS OF THINKING

LESSON VII

TIME: 45 minutes.

PURPOSE: To give Speech of Appeal.

- ACTIVITIES: 1. Have students give their speeches based upon appealing to someone.
2. While speakers are performing, have other students write in their notebooks whether speaker accomplished his goal-that of making an appeal to the listener. If he did not accomplish his goal, have students offer suggestions which might aid him.

ASSIGNMENT: Review the questions which we have studied during this unit in preparation for a test.
The notebooks are due.

WAYS OF THINKING

LESSON VII

TIME: 45 minutes.

PURPOSE: To give speech of appeal.

ACTIVITIES: 1. Have students give their speeches based upon appealing to someone.

2. While speakers are performing, have other students write in their notebooks whether speaker accomplished his goal-that of making an appeal to the listener. If he did not accomplish his goal, have students offer suggestions which might aid him.

ASSIGNMENT: Review the questions which we have studied during this unit in preparation for a test. The notebooks are due.

WAYS OF THINKING

LESSON VIII

TIME: 45 minutes.

PURPOSE: To review for the unit test on WAYS OF THINKING.

ACTIVITIES: 1. Check propaganda notebooks.

2. Use questions which have been given during assignments as basis for reviewing.

3. Allow the students to ask questions about anything which they do not understand.

WAYS OF THINKING

LESSON VIII

TIME: 45 minutes.

PURPOSE: To review for the unit test on WAYS OF THINKING.

ACTIVITIES: 1. Check propaganda notebooks.

2. Use questions which have been given during assignments as basis for reviewing.

3. Allow the students to ask questions about anything which they do not understand.

UNIT TEST ON WAYS OF THINKING

LESSON IX

1. What is the original meaning of propaganda?
2. What does the word mean today?
3. Give two examples of good propaganda.
Give two examples of evil propaganda.
4. Do our emotions help or hinder straight thinking? Explain.
5. What, according to the author, are the three things to observe about propaganda?
6. What are the dictators' most important means of control?
7. Explain the following propaganda devices: (1) transfer, (2) glittering generalities, and (3) card stacking.
8. What is the difference between name calling and plain folks devices?
9. What is a good way to analyze propaganda?
10. What is the most important characteristic of the Speech of Appeal?

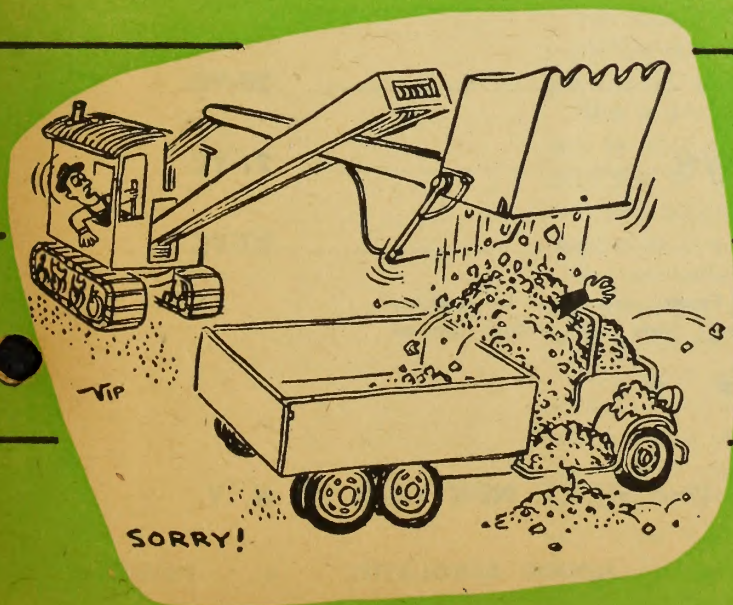
UNIT TEST ON WAYS OF THINKING

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1. What is the original meaning of propaganda?
2. What does the word mean today?
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4. Give two examples of evil propaganda.
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• Your Career



Your Career

Prepared by the editors of PRACTICAL ENGLISH, a SCHOLASTIC MAGAZINE

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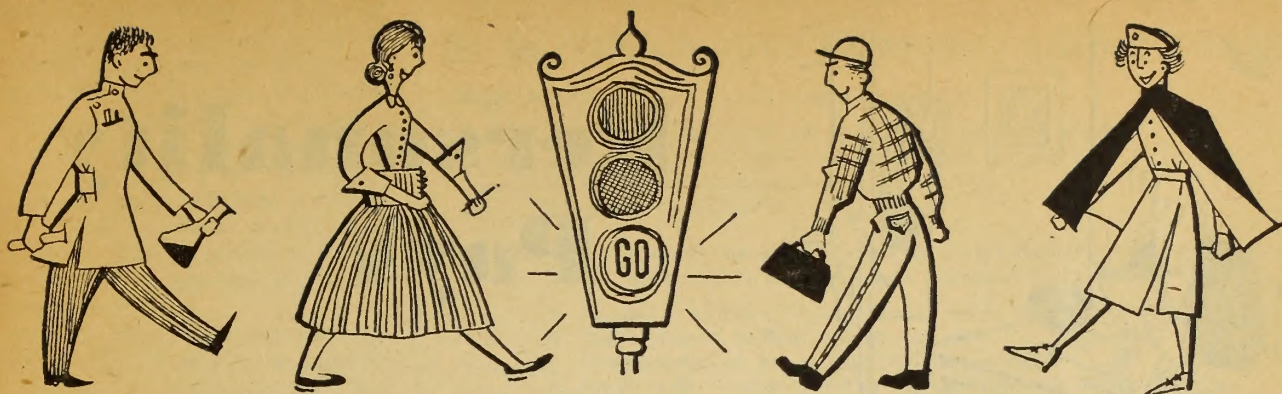
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SCHOLASTIC MAGAZINES, 33 WEST 42nd STREET, NEW YORK 36, N. Y.

SENIOR SCHOLASTIC	•	WORLD WEEK	•	JUNIOR SCHOLASTIC	•	NEWSTIME
PRACTICAL ENGLISH	•	LITERARY CAVALCADE				
SCHOLASTIC COACH	•	SCHOLASTIC TEACHER	•	PRACTICAL HOME ECONOMICS		



Green Light Ahead!

THERE'S a green light ahead of you! You're growing up at a time when our factories are working overtime. More food and more goods are needed to make the world strong for democracy. More goods are needed on the home front—more stoves, refrigerators, TV sets, and automobiles. Able beginners are needed by the thousands to work in our factories.

Many other job fields also need beginners. We need thousands more school teachers, nurses, chemists, scientists, and engineers. We need aviators, merchant seamen, and military experts. We need typists, stenographers, and secretaries. We need accountants, bank clerks, and salesmen. We need young workers to learn the building trades.

So you have a green light ahead of you! Which career road will you take? One or more of these career roads may turn out to be a broad highway of success for you. Others may turn out to be byways—side roads which will lead to a dead end. A job which starts at a good salary now may “peter out” later; then you'll have to start over. Or you may discover that you don't have talents that are necessary to get ahead in a particular field.

You should choose your career field very carefully. You'll want a job that interests and challenges you; you'll want a job in which you can use your abilities to the best advantage.

Now is the time to discover the career field that is best for you and to start preparing yourself for that field. *Your Career* can help you do this if you read the articles carefully and do the exercises painstakingly. What you get out of *Your Career* will depend on how much time and thought you've put into it.

But remember that you're on your first job right now. It's an important job, too. You're busy getting an education—and your high school record *does* count in getting a job.

Employers are interested in your high school grades. They want to know about your school activities and the part-time and summer jobs you've had. They believe—and rightly so—that the boy or girl who is a success in high school is likely to be the young man or woman who is most successful on the job. Also, the boy or girl who learns how to work happily with fellow students and teachers is likely to know how to work happily with fellow-workers and employers in the business world.

You have a green light. Go ahead—with our best wishes!

—THE EDITORS OF PRACTICAL ENGLISH



Cartoons-of-the-Month

"Mr. Davis, will you remember to ask me if I made a memo of all the things I'm to remind you of?"

Personality Pays

HAVE you ever glanced through the "Help Wanted" section of a city newspaper? If you have, you've probably read advertisements such as these:

H. S. GIRL for part-time work taking care of children, doing dishes, etc. Full-time summer work to responsible girl. Write Box 63, *Evening Register*.

RECPT, gd. typist, some exp correspondence helpful; bright begnr; attractive personality, well-groomed. Give background and salary desired. Box 713, *Evening Register*

YOUNG; neat; pleasant personality; industrious; H. S. grad for sales work; good oppty; fine men's apparel store; 6-day week; \$30. State full details. Box 87, *Evening Register*.

Hundreds of such advertisements appear in U. S. newspapers daily. Even factories are advertising for beginning workers. We need thousands of such beginners to make guns and tanks as well as automobiles and television sets; we need thousands of beginning clerical workers. We need nurses; we need salesmen; we need farm workers, transportation workers, and technicians of all kinds.

However, getting a job is one thing and keeping it is another. You'll need more than your high school diploma to keep a good beginning job. Employers haven't time for workers who can't take care of themselves on the job.

When you show up for your first day's work, will you be ready for the business world? Will you be one of the young men or women who rise slowly but steadily to the top? Or do you have traits and habits which will hold you down—even cause you to fail on the job? You don't have to be a crystal gazer to predict your future in the world of business and industry. You can scientifically study yourself right now and find out what your chances are.

Experts have made numerous studies of why people fail on the job. The results are surprising. Usually the person who fails has one or more *personality defects*. Many people lose their jobs for one of these reasons: *carelessness, non-*

cooperation, laziness, absence (not because of illness), dishonesty, too much attention to outside activities, lack of initiative, lack of ambition, tardiness, and lack of courtesy.

Now's the time to get busy. Let's turn the spotlight on YOU. What about your personality? Where does it need improvement? What bad habits have you developed? What good traits need strengthening?

On the next page we have a P. Q. (Personality Quotient) Rating Chart to help you find the rough spots in your personality. First we'll give you some problem situations for practice in using the chart. How would you rate each of these persons in the situation described? Read the problems and then look at the chart on page 5-YC to see which rating you'd give each person.

Making the Grade

Here are the problem situations:

1. *How would you rate Ray Carnes on cooperation?* (See chart on page 5-YC.)

Ray really knows how to roll up points in a basketball game. However, this year he didn't do so well because the boys got tired of feeding the ball to him and letting him be the only star of the team. Ray doesn't get many invitations to go out with a group because if the group wants to go to a movie or to a dance, he's sure to insist on going skating or bowling.

2. *How would you rate Lena Rourke on dependability?*

Lena Rourke frequently volunteers to help on the clean-up committee after a dance or to collect old magazines to raise money for the Red Cross. The trouble is that she sometimes forgets to show up for the job she's volunteered to do. But Lena is trying to improve since her friend, Emily Kinter, talked to her about it. If Emily reminds her, Lena keeps her promises and when she does, she's sure to do a good job.

3. *How would you rate Allen North on attention to detail?*

Allen is one of the best cabinet

makers in wood shop this year. His book ends show real creative ability. But when he made a medicine cabinet, Allen didn't measure his wood carefully and he made the door too large for the rest of the cabinet.

4. *How would you rate Mabel Gallagher on disposition?*

Mabel knows how to turn on the charm when she wants to ask a favor of a teacher or when she's talking to Tad Lewis. But you should hear her at home when her mother wants her to help with the work. She flies off the handle and says things she's sorry for later.

5. *How would you rate Ed Milgrim on ambition?*

Ed is a little underweight but he's determined to go out for football next fall. He's doing everything he can to build himself up. He works out at the "Y," eats well-balanced meals, and gets plenty of sleep. He's also looking for an outdoor job which requires manual work for next summer.

6. *How would you rate Lillian Van Horn on initiative?*

Lillian is a good worker when it comes to studying. But when she works at the counter in the school cafeteria, she occasionally has to be reminded to put out more napkins or soup spoons.

7. *How would you rate Dick Paschal on stick-to-itiveness?*

Dick Paschal has the build and the energy of an athlete, but somehow he hasn't made the grade. He went out for basketball two different years but he quit after a week or two of practice. "I can't be bothered with all that routine," Dick says. The same thing happened when he went out for track a few weeks ago.

8. *How would you rate the attitude of Helen Hansen?*

Helen does her science experiments carefully, her teacher says. Sometimes, though, you have to prod her about cleaning up her equipment and lab table.

9. *How would you rate John Gurney*

Briggson on his personal appearance?

If John crawls out from under his car with a smudge of grease on his face, he still looks all right, his sister Ruth says; he'll have on a suit of coveralls and a cap to keep his hair clean. When he comes to school, his shoes are shined; his nails are clean; his hair is neatly combed, and he wears well-pressed slacks and a neat sweater or a jacket.

10. How would you rate the health of Mary Marsh?

Mary gets plenty of sleep and she seems to be as full of pep at night as when she got up in the morning. She seldom has a cold.

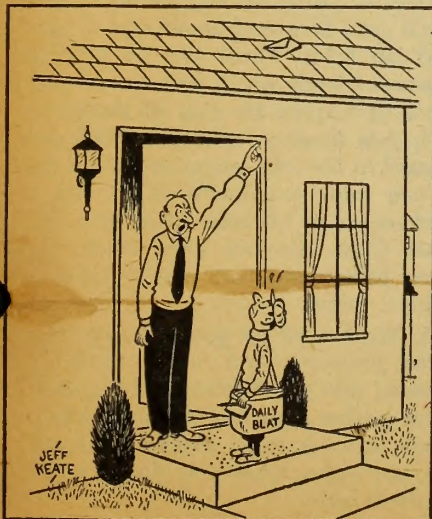
How Do You Rate?

Ask several members of your class (not just your best friends) to rate you on our *P. Q. Rating Chart*. Assure them that you want them to be frank and to give their honest opinions.

Study the ratings that they give you. If on some points your rating is low, what are you going to do about it? Are you going to dismiss the ratings as unfair? Or are you going to say, "What can I do to improve this part of my personality?"

You're going to try to improve yourself, of course. If you need help, ask a friend or your teacher for suggestions. Work out a program for improvement, because a well-rounded personality is essential for job success.

Remember that no one is "born" with personality. You have to develop it yourself. Nor are you born *lazy* or *undependable*. You become that way from bad habits. Unless you adopt a positive day-to-day program to improve yourself, throughout life you'll be pretty much the way you are now. Is that bad? You know the answer! So will your fellow workers in the business world.



Jeff Keate in Boys' Life

"You'll find your money in that envelope up there. That's where I have to go for the paper most of the time!"

P. Q. (PERSONALITY QUOTIENT) RATING CHART**COOPERATION (Does he work well with others?)**

- ☐ a. Works harmoniously with others in all work and activities
- ☐ b. Works well with others in activities which interest him
- ☐ c. Works satisfactorily in most group activities
- ☐ d. Does poor teamwork

DEPENDABILITY (Can he be depended on to do his share?—To be where he's supposed to be when he's supposed to be there?)

- ☐ a. Reliable at all times; honest, truthful, rarely absent or tardy
- ☐ b. Usually honest, truthful, reliable, on time
- ☐ c. Good-intentioned, but occasionally undependable
- ☐ d. Needs to be watched; can't be trusted; frequently tardy, absent

ATTENTION TO DETAIL (Is he an accurate, systematic person?)

- ☐ a. Always correct in what he says or does down to the smallest details
- ☐ b. Usually correct in what he says or does
- ☐ c. Correct in big things, but careless of details
- ☐ d. His work needs to be checked constantly

DISPOSITION (Is he the same whether the work is easy or difficult?)

- ☐ a. Always calm, good-natured, hides his personal likes and dislikes
- ☐ b. Usually calm, good-natured
- ☐ c. Occasionally is out of sorts and "flies off the handle"
- ☐ d. Unpredictable, loses his temper easily

AMBITION (Is he eager to get ahead?)

- ☐ a. Is determined to be a success and is willing to work hard to achieve it; not a "lazy bane in his body"
- ☐ b. Usually is determined to get ahead
- ☐ c. Sometimes lacks ambition and doesn't care
- ☐ d. Satisfied with just getting by

INITIATIVE (Is he willing to take complete responsibility for his work?)

- ☐ a. Sees what work should be done and does it enthusiastically
- ☐ b. Usually sees what should be done and does it
- ☐ c. Is willing to do his part after someone tells him what there is to do
- ☐ d. Has to be prodded into doing the job; a definite fallower

STICK-TO-ITIVENESS (Will he stick to his work even if it is dull and routine?)

- ☐ a. Realizes that any job has its routine and dull duties and is willing to do them
- ☐ b. Usually can be depended on to do routine work without griping
- ☐ c. Gripes a good deal but generally completes whatever's assigned him
- ☐ d. Frequently refuses to do work that's boring or uninteresting to him

RIGHT ATTITUDE (Is he enthusiastic and eager to do a good job?)

- ☐ a. Enthusiastic about learning, eager to do his work well
- ☐ b. Usually enthusiastic about learning, eager to do his work well
- ☐ c. Sometimes needs to be kidded into doing his work
- ☐ d. Has the "what's-there-in-it-for-me" attitude; doesn't care

COURTESY (Is he always considerate of the other person?)

- ☐ a. Always polite and considerate of others
- ☐ b. Usually polite and considerate of others
- ☐ c. Occasionally rude and impolite
- ☐ d. Frequently rude and impolite

APPEARANCE (Is he always well groomed, appropriately dressed?)

- ☐ a. Always clean, hair combed, nails clean, etc., in public; wears clothes suitable for the occasion
- ☐ b. Usually clean, well-groomed; wears suitable clothes
- ☐ c. Sometimes neglects to shine shoes, comb hair, wear right clothes
- ☐ d. Usually has something wrong with clothing, appearance

HEALTH (Is he in top physical condition?)

- ☐ a. Has an A-1 health rating; is energetic, full of vim and vigor
- ☐ b. Usually in top physical shape
- ☐ c. Sometimes shows lack of sleep or proper diet
- ☐ d. Often has something wrong with him—a cold, headache, etc.; tires easily; seems to feel bad

Talent Scout

DO YOU know any "job jumpers" like Rosie O'Grady? Rosie has had five different jobs in the two years she's been out of high school. Now she's looking around again for a new job.

What's the matter with Rosie? Rosie had average grades in school. She went out for basketball and for the Girls Glee Club. She had dates for most of the school parties. The trouble is that Rosie never took time to find out what career was right for her. She had the "live, dance, and be merry" attitude. "There's time enough to think about jobs when you finish school," Rosie always said laughingly.

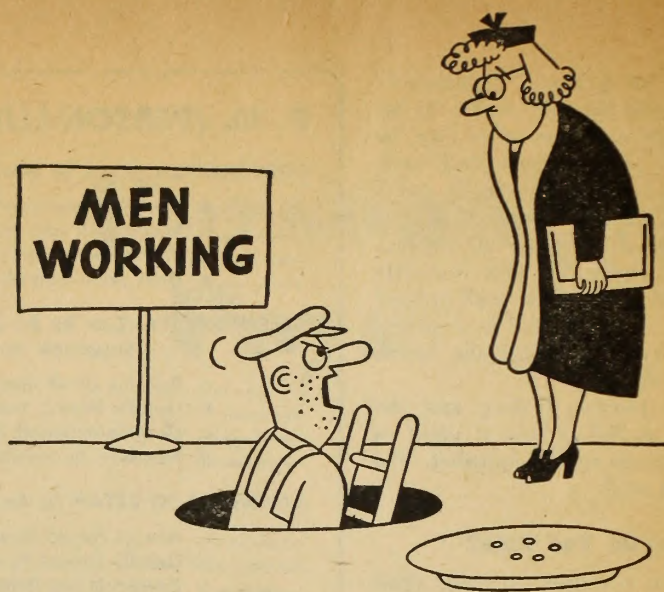
Now Rosie's wondering what's wrong. She's clerked in a dime store; she's been a typist and a telephone operator; she's washed dishes in a restaurant and worked on a factory punch press. But she just couldn't get interested in any of these jobs and she doesn't know what to try next.

Rosie's not unusual. There are many people like her. Some spend their entire working career—30 to 40 years—at jobs they dislike. Why? They have to make a living and they feel it's too late to find the career field in which they could be happy.

You're lucky, though. You have time now while you're still in school to chart your career course, to look around and find out which job will make you most happy.

Know Yourself

Here are the three steps you should take in planning your career: (1) Find out your strong points and your weak points; (2) study the various job fields; (3) compare your skills and talents with those required for the various jobs you're interested in. On the next two pages you'll find an "Interest Inventory" to help you discover your interests, skills, and abilities. Remember, though, that you can't learn everything you need to know about yourself by just answering the quizzes on an interest inventory. If possible, consult a skilled vocational counselor in your school, at the local office of the State Employment Service, or at a private agency. Talk to adults who know you well.



Cartoons of the Month

"If you must know, I chose this line of work mainly because you can start at the top of the ladder."

After you've read the "Interest Inventory," think about what answers you'd give if your career counselor asked you these questions. Talk over your answers with a friend or a teacher who knows you well. Then write a paragraph about your strong points, abilities, talents, skills, physical characteristics, and your weak points. What can you do to make your strong points stronger? What can you do to overcome your weak points? Work out a plan for improving yourself.

Keep this plan in your "Career Notebook" and consult it from time to time to make certain that you're carrying out your improvement program. We'll suggest other things for your notebook later. When your "Career Notebook" is complete, it will show you which one or two career fields are best for you.

Once you discover your interests and abilities, what do you do next? How does knowing yourself help to find a career among the more than 30,000 different types of jobs in this country?



Merrylen in Business Education World
"Miss Ames, didn't anyone ever advise you to drop stenography and take up painting, where smudges don't matter?"

Here's a program for finding a career which should make you happy and successful. Work on this program until you've finished your schooling.

1. *Read widely about all vocations which might interest you — and some that you know nothing about.* Many newspapers and magazines have special columns on vocations and job fields. Your library also has career books and pamphlets. Take notes on jobs of special interest.

2. *Visit offices, stores, factories, and restaurants to study the jobs and the workers.* Ask the supervisors and workers about the work, hours, pay, etc.

3. *Try to get after-school and summer jobs in every field of work which interests you.* Experience counts more than dollars and cents. Be willing to run errands or do whatever is needed, if that experience will give you an "inside" knowledge of some job you're interested in knowing about. By having a variety of part-time and summer jobs, you'll get a first-hand knowledge of several job fields. You'll also be making business friends who'll recommend you when you apply for that lifetime job.

4. *Join those school clubs which are related to the jobs you're interested in.* If you think you might like to be a bookkeeper or an accountant, join the Math Club. Also try some fields you know little about. You may discover a hidden talent.

5. *Work hard on your self-improvement program.* You won't suddenly blossom into an efficient, well-groomed office worker your first day on the job. You'll turn out to be exactly what you are now—plus what you do to make yourself better.

Remember that you are on your first job right now—school. If you are a success in school, you are more likely to be a success in business and in life.

My Interest Inventory*

My name _____ Age _____ Date _____

I. What the school record shows.

- A. Average grade in English _____
 B. Average grade in history _____
 C. Average grade in science _____
 D. Average grade in math _____
 E. Name your two favorite school subjects (art, music, shop, English, etc.) and give the average grade for each.

1. _____ Grade _____
 2. _____ Grade _____

II. School activities (sports, plays, club work, etc.) are also important.

- A. Your favorite school activity is _____

1. Why it interests you: _____

2. Offices (president, secretary, captain, etc.) that you've held in this organization: _____

- B. Another favorite school activity is _____

1. Why it interests you: _____

2. Offices you've held in it: _____

III. Your three favorite hobbies (cooking, carpentry, photography, reading, etc.) are:

- A. _____
 B. _____
 C. _____

IV. What do you like to do best outside of work and school hours (play softball, listen to the radio, tinker with your jalopy, etc.)?

- A. _____
 B. _____

V. What skills (typing, driving a car, fixing people's hair-dos) do you have?

- A. _____
 B. _____

VI. What course of study or special training (business subjects, aviation, mechanical drawing, music, etc.) would you like to take if you could?

VII. Has anyone ever said that you were especially good at doing any one thing (getting along with people, acting in a play, speaking, playing the piano)? If so, what?

VIII. Have members of your family or friends suggested any particular career to you?

What? _____

How do you feel about this suggestion? _____

IX. What have you often thought that you'd like to do for a living?

- A. Why? _____

- B. How long have you been interested in it? _____

X. What occupations or fields of work would you like more information about?

XI. Consider your part-time jobs. Name two part-time or summer jobs you've held and answer these questions about them:

- A. Job 1 was _____

1. Why did (or didn't) you like this part-time job? _____

2. Name any job in this field you might be interested in for a career: _____

- B. Job 2 was _____

1. Why did (or didn't) you like this part-time job? _____

2. Name any job in this field you might be interested in for a career: _____

- C. In which part-time job were you most useful to your boss? _____

XII. Different jobs require different types of reading.

- A. Do you read newspapers? _____

If so, name one. _____

What parts? _____

- B. What magazines do you read often? _____

C. What three books (outside of school books) that you have read do you especially like? _____

XIII. What radio (or TV) programs do you especially like? _____

XIV. Check the activities in the list below which especially interest you and tell why you like them.

- ___A. Working outdoors _____
- ___B. Writing _____
- ___C. Solving puzzles _____
- ___D. Being always "on the go" _____
- ___E. Using tools _____
- ___F. Meeting many people _____
- ___G. Repairing things _____
- ___H. Making speeches _____

___I. Doing research work _____

___J. Facing danger _____

___K. Working at many things _____

___L. Growing plants _____

___M. Doing new things all the time _____

___N. Doing work which requires work clothes, getting hands dirty _____

XV. Check two of the following things which you would like to do best about either a radio or a garment. (Place a check after radio _____ or after garment _____ to indicate choice.)

- | | |
|---------------------------|--------------------------|
| ___Make it | ___Plan (or design it) |
| ___Sell it | ___Repair it |
| ___Improve it practically | ___Use it |
| ___Draw a picture of it | ___Improve its beauty |
| ___Write about it | ___Teach others about it |
| ___Buy it | ___Write ads about it |

WHAT'S THE SCORE?

Now that you've finished the Inventory, how can you "add up the answers" to discover what your answers tell about you?

Here's where you should have expert advice. Show your Interest Inventory to your school's vocational counselor or to a teacher who knows you well, and ask for his (or her) opinion. If you like, show it to your folks and ask their advice. It is easier for another person to see your pattern of interests than it is for you to see it.

If you want to study it yourself, here are some tips to help you:

Look over your answers and then summarize them by answering these questions.

1. What are my likes and dislikes?

- ___a. Do I seem to prefer to work with people?
- ___b. With ideas (such as research for writing papers, science experiments)?
- ___c. Or with things (automobiles, gadgets, mechanical equipment)?
- ___d. Do I prefer to work indoors or ___outdoors?
- ___e. Do I like to work out details and do routine work; (checking long columns of figures, making inventories, etc.)?
- ___f. Or do I prefer a job which offers a variety of duties with fewer details (being a receptionist or an entertainer)?

___g. Do I prefer physical activity?

___h. Or mental activity?

___i. Am I a natural leader (head of clubs and teams)?

___j. Or do I prefer to have someone tell me what to do?

2. What are my physical and mental characteristics?

___a. Am I physically strong?

___b. Am I nervous?

___c. Do I work until a job is finished?

___d. Am I shy? ___Self-confident?

___e. Do I become angry easily?

___f. Or am I calm, slow to anger?

3. What job fields do I seem to be especially interested in? (Note: wanting to be a doctor is not a job field but medicine—which includes the work of doctors, nurses, orderlies, research scientists, etc.—is a job field. Study job fields rather than particular jobs. That way you're more likely to discover the career that's right for you.)

a. _____

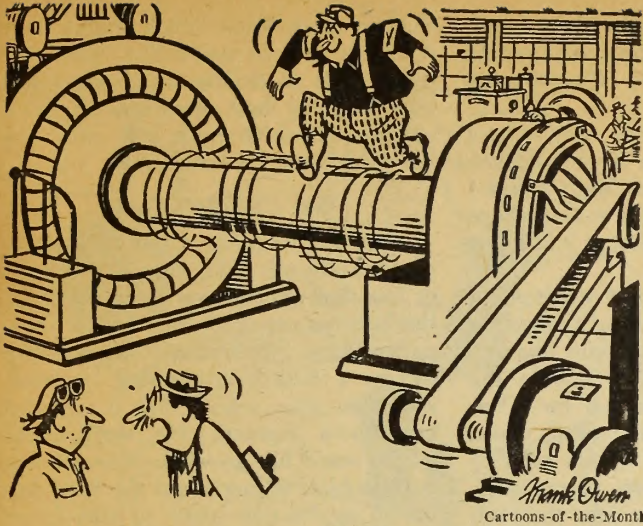
b. _____

c. _____

Suppose that your answers indicate no particular interest in any job field. This is possible; don't be discouraged. Then ask yourself this question:

4. Since I don't seem to be interested yet in any job fields, what further education will I need to go with my interests? (For example, do your hobbies, school record, reading, etc., indicate that you'd do well and be interested in going to college, taking an apprenticeship training course, going to some business or technical school? Or just completing high school?)

Now that you've finished your Interest Inventory, do some thinking about your interests and talents so that you can discover which career is best for you. Go back and reread the article entitled "Talent Scout," p. YC-6. Then work out a plan for exploring your interests further and for discovering more about the job fields. Remember that you are trying to make one of the most important decisions of your life. Take your time; work slowly and steadily until you are sure you've found the career that's right for you. Happy hunting!



"Go tell the personnel department if they hire any more lumberjacks, don't send them in here!"

HAVE you thought seriously about what you're going to do when you graduate from high school?

Jobs are plentiful these days. Stores, factories, and offices have many openings for beginning workers—even those who aren't well-trained.

"Hurrah!" you may say. "Then there's nothing to worry about."

But stop and think. It's true that when you finish school, you may easily find a job that pays from \$25 to even \$50 a week. You may think you're doing all right, too. You'll be able to afford new clothes and possibly a car. You'll have the time and the money to have fun. Life will seem good. The question is: Does this job point to the kind of future you want for yourself?

Many beginning jobs that pay well are "blind alleys" that offer little chance for advancement. They may not give you the chance to use your best abilities and skills—the ones that will make you really happy on the job and successful in the business world.

You may say that you'll change jobs later if the work becomes boring or if something better comes along. But suppose that you get married and have furniture to pay for; you may owe installments on a car. Suddenly you find that you can't afford to quit your job. That has happened to tens of thousands of workers. They spend the best part of their lives on jobs they don't really like, simply because they have to make a living. It's too late for them to start at the bottom in another field.

It's just as bad to become a "job hopper"—changing jobs from year to year—always searching for that career of a lifetime. When you change careers, you frequently have to start over—and at the bottom. You've lost valuable time and pay. Why wait until you are 25 or 30 years old to find the job that's right

for you? Why not find it when you're 18 or when you're 21 and just out of trade school or college? Then you'll be starting at the bottom while you're young. You'll have plenty of time to climb the ladder to success in your chosen job field.

When you go shopping for that new Easter suit, you look around carefully. You don't choose the first suit you see. You should shop even more carefully for that career of a lifetime. A suit lasts only two or three years. Your working career will last 30 to 40 years or more. The year 2000 seems far away now, but you'll probably be hale and hearty on New Year's Eve in the year 2000. You will have just finished your long career in business. When you look back over the years, will you be happy and proud of what you have done? Or will you wish that you had planned your career more carefully? It's up to you to make that decision now while you're still in school.



E. Peters in American Magazine

"Mr. J. W. Swenson? This is the Family Harmony Service of the Ideal Beauty Shop. Your wife had a permanent wave today so don't forget to notice it."

Job Hunt

What should you do to find a beginning job which will lead to a happy career?

After you've decided exactly what career field interests you most and after you've prepared for work in that field, here is a plan to use in finding the right job.

Prospecting for a Job

Shop for a *job opportunity*. Look for an employer who will take you as a beginner and give you an opportunity to start at the bottom. Remember that at this stage of the game, a chance to learn on the job is more important than a good beginning salary.

Get a package of 3" x 5" cards and make a *job-prospect file*. On each card, type the following outline:

Name of Employer: _____

Address: _____

Telephone: _____

Person to see: _____

His job: _____

People who can help me make contact: _____

Jobs to apply for: _____

Other information: _____

Date of interview: _____

Person interviewed: _____

Remarks: _____

Chances of getting job: _____

Then as you investigate the places you'd like to work, make out a job-prospect card on each place.

Suppose your ambition is to become a clerk-typist and you think you'd be interested in a job at a branch office of the Mutual Insurance Company which employs a large number of young men and women for clerical work. Your job-prospect card might look like this:

Name of Employer: The Mutual Insurance Company.



Serrano in Christian Science Monitor

"Let's not eat spaghetti for lunch."

Address: 311 Monroe Street. (Look up the address in the phone book.)

Person to see: Mrs. Charles Babcock. (Your business English teacher gave you this name. You've already visited the firm to ask about the job prospects for June.)

Her job: In charge of hiring the insurance company's office workers.

People who can help me make contacts: Miss Black (my business English teacher) knows Mrs. Babcock; also Mary Runyon works in the insurance office.

Job to apply for: Typist or file clerk.

Other information: Must be recommended by your school's business department; also must take the firm's training course at night.

Before you ask for a job interview, investigate other places to work. You can fill out the rest of your card after you have your job interview.

Keep your job-prospect cards in two sections: (1) good prospects, (2) "not-so-good" prospects. If you think the insurance firm looks like a good place to work and that you have a good chance to get the job, place this card under the "good" prospects.

Job Campaign

After you've made out a number of job-prospect cards, how do you go about finding the job that's just right for you?

Here's a system for looking for a job that has spelled success for many high school graduates. It should work for you, too.

1. *Get your Social Security number.* You must have this in order to fill out job-application blanks. Your S. S. number is the number of your account with the Government. Your account, of course, will show how much money you've paid in toward your old-age pension and other benefits. Get your Social Security number at your nearest Federal Building (sometimes called the Post Office Building).

2. *Register for a job with the State Employment Service.* The Service is free and there are trained vocational counselors to talk to you about your career

and to help you find a job. Many factories, stores, and offices get their workers by phoning the State Employment Service's offices.

3. *Register with your high-school job office,* if there is one. If you've taken a vocational course in high school—home economics, business, etc.—perhaps the head of your department will know of job openings.

4. *Register with private employment agencies.* Ask your principal's office for the names of the best private employment agencies—those that handle the kind of jobs you're qualified for. (Private agencies charge for finding you a job, usually about one week's salary.)

5. *Read want ads in newspapers.* Notice which firms have jobs that you think would be good bottom-of-the-ladder jobs for the career you're planning. (Herb will probably look for a factory job working on a machine because he knows he's not yet qualified to apply for training as a sheet-metal worker. Mary Anne is looking for a typist's job because she isn't qualified to be a secretary.)

6. *Ask your friends and your family to help you.* Your family and friends know your educational background and abilities; they're interested in you and your future. Ask them to help you find a job. Often an employee knows when a firm is going to hire someone before the firm advertises in the newspaper.

7. *Visit the kind of business for which you'd like to work.* Look for an opportunity to start at the bottom. It may be easy to find a job today, but if you're smart, you'll "shop" for a job even more carefully than you shop for a new suit. If you snap up the first thing that comes along, you're likely to be disappointed and have to change jobs later.

When you hear of a place to work, such as for the Mutual Insurance Company, follow this system. Start a job-prospect card on the firm. Then ask your vocational adviser about the business; also ask your family. Your folks may know someone who works for the insurance company. If possible, meet and talk to someone already employed by the firm. Here are some key questions to ask this employee:

Is it a good place to work? Steady employment? Opportunities for beginners to get ahead? Is there a company training program to help fit beginners for skilled jobs? What are the hours of work? The pay? The working conditions? Are many beginners being employed there now?

While you're getting the answers to these questions, take notes on the back of the job-prospect card you're making on the insurance company.

By getting tips from want ads and from friends, you can find the names of

five or more firms which might have openings in jobs you'd like. Then the question is to decide which ones will offer you the best opportunities for a career—not which ones will offer you the most money immediately.

Get "Inside" Facts

After you've made a thorough study of a certain job field, choose the three or four firms which you think might be the best ones to work for. If these companies have employment offices, drop by on a Saturday morning or some afternoon after school. Ask if you can be shown through the department where you'd like to work. Request any free booklets telling about the firm. Ask for an application blank to take home with you.

After you've visited all the firms which you think will offer you the best opportunities, study their booklets and application blanks. Ask yourself: Do I have the skills and abilities which this firm expects from a beginning worker? How, in the time that's left, can I make myself a better job applicant than I am now? (One way is to find out as much as you can about the firm—what products it makes, how it makes them, etc.)

Then, a month or so before graduation, apply for a job at the two or three places which you think will be most likely to hire you and where you'll have opportunities for advancement.

That's the way to find job success!

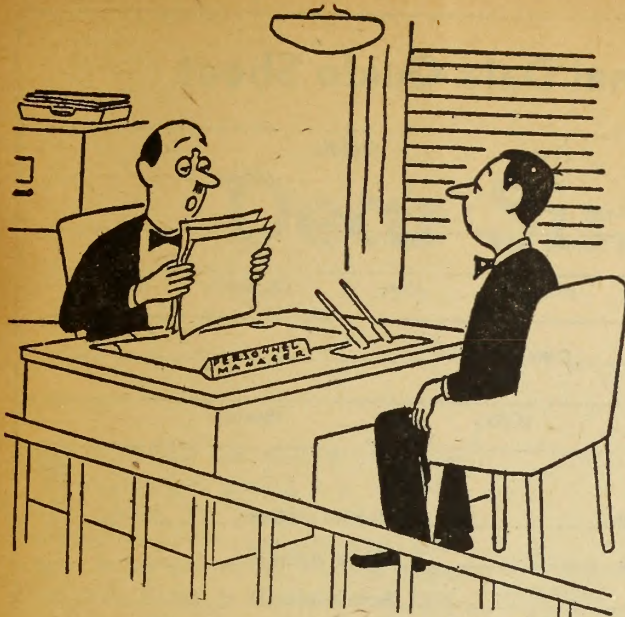
If you still have several years of schooling ahead of you before you're ready to launch your career, look for after-school and summer jobs in those fields which seem to offer the best career opportunities for you. For example, if you're thinking of becoming a pharmacist, try to get a job working in a drug store. By working with a drug-gist, you'll secure firsthand information about such a career.

You may find that it is impossible to find a part-time job that is related to the one that you're considering for a career. Then try to get any job that will give you an opportunity to know workers in the field. Also, remember that any part-time job will help you by teaching you more about getting along with people.



Cartoons-of-the-Month

"What gets me is the way that bunch in the office gripes about paper work."



Wall Street Journal
 "Your mother seems to think very highly of you, Mr. Tenhoopen. Now do you have anything from your former employers?"

SUMMER is not too far away, and it's time you started your job hunt, if you hope to "land" a good summer job working in a local factory, office, or store. First, decide which two or three local businesses would be most interested in your qualifications and which would offer you the best opportunities for interesting work. Then call, in person, at each firm's employment office to arrange for a job interview.

Before you go to the interview, prepare a *personal data guide sheet* to take with you. Leave a copy of the guide sheet with each employer who invites you for an interview. (You would also send a *personal data guide sheet* along with a letter of application to a firm which has a promising opening for a career job or for an unusually good vacation job.)

What is a *personal data guide sheet*? It's an organized summary of your skills, abilities, education, and experience; it's designed to "sell" you, as a worker, to a possible employer. If you can have small photographs of yourself made, you might clip one to the top center of your guide sheet. (Some employment experts say that photographs are no longer considered important in helping people to get jobs; but many employers prefer to have them, particularly from out-of-town applicants.)

"Tailor-made"

Don't make a dozen copies of the guide sheet and then use them in applying for different kinds of jobs—messenger service, truck driving, typing, etc. The guide sheet should be tailored to fit the exact job you're applying for. The purpose of the guide sheet is to

show an employer how well qualified you are for the particular vacancy that he has.

Suppose that you want to convince an employer that you're the man to drive his truck. Then you'd emphasize the skills you have (driver's license, took auto repairing in school) which qualify you for that job. You realize that a driver has to read directions on delivery bills, that he has to make reports and records. Therefore, you point out (if true) that you did well in English and arithmetic. In describing your part-time and summer jobs, you'd play up those jobs which had to do with driving, auto repair, and the like. (If you haven't had any such jobs, you'd list the jobs you have had—clerking in a store, delivering groceries—because they at least show that you know how to find and hold a job.) You'd even try to use references of people who know about and could recommend your ability as a mechanic or as a driver.

However, if you were trying to get a job as a typist, you'd mention other skills—typing, shorthand, etc. — rather than your ability to drive a car or truck. You'd give your business teacher's name as a reference rather than your auto shop teacher's name.

Yours Truly

On the next page you'll find a model *personal data guide sheet* to help you in writing one of your own. Even if you aren't looking for a summer job this year, use this form for practice. Pretend that you'd like to get a job working in Yellowstone National Park as a life-guard, waitress, kitchen helper, or sales clerk. Then fill out the guide sheet, try-

You, Inc.

ing to "sell" yourself to the park director. Remember to tailor your remarks to fit one particular type of work.

First, however, let's practice by helping an imaginary young fellow named Jerry Marlow fill out a guide sheet. Jerry is applying for the job of cub reporter on *The City Eagle*. Jerry has talked to several of the *Eagle's* reporters to find out about opening jobs and about the work of a rookie reporter. He knows that the *Eagle* is looking for a sports reporter to help the sports editor "cover" high school athletics. Jerry knows that, as sports reporter, he'd go to high school track meets and other sports events; he'd interview high school stars and sports coaches. He'd also report the games at the local junior college which he's planning to enter in the fall. The job, then, would fit in with his plans for continuing his education, and it would fit in well with his two main interests—sports and journalism.

Here's how Jerry might organize his guide sheet for this particular job—sports reporter.

Gerald Marlow

I. PERSONAL FACTS

Name: Gerald Marlow
 Address: 314 Front St., Duluth, Minn.
 Phone: 4321
 Age: 18 Date of Birth: Feb. 9, 1936
 Birthplace: Green Springs, Minn.
 Height: 6' 1" Weight: 170 lbs.

II. EDUCATION

Name of grade school: Pine Hill
 School address: 800 Pine St., Green Springs, Minn.



Business Education World
 "High school graduate—age 17—hmm marital status, old maid—h-m-m."

Name of junior h. s.: East Junior High School. Address: 300 Cherry St., Duluth, Minn.

Name of high school: Ross H. S. Address: 503 Tremont St., Duluth, Minn.

Years in h. s.: Three. Graduation date: Will graduate June 14, 1954.

Course taken: College preparatory—three years of English, one year of journalism, one course in creative writing.

School activities: Four-letter man—football, basketball, track, and baseball; all-city fullback for 1953; sports editor of *The Ross High Beacon*, 1952-1953; Student Council member, 2 years.

III. WORK AND OTHER EXPERIENCES

A. Present job: Salesman for Vim Sports Store after school and Saturdays.

Supervisor: Mr. Harold Kearns, manager of Vim. Phone number: 4777. Address: 214 Main St., Duluth, Minn.

Other facts about job: By selling sports goods, I've met most of the h. s. coaches, sports stars, and leading sports fans in this area. I have had the job 10 months.

B. Previous job: Clerked in school store, 1950-1951.

Supervisor: Mr. J. E. Steele. His address: Ross H. S., 503 Tremont St. Phone: 7134

Other facts about job: Worked five days a week during lunch hour. Was in complete charge of store, selling school supplies, candy, peanuts, etc.

C. Skills: I know the rules of the major sports from playing on high school teams. I also know the people who are in sports. As high school sports editor, I know something about writing sports copy. I have a driver's license and the use of the family car. My high school average is "B" with an average of "B+" in English and journalism.

IV. REFERENCES

A. Name: Harold Kearns. What he does: Manager of Vim Sports Store.

His address: 214 Main St. Phone: 4777

B. Name: J. E. Steele. What he does: Faculty adviser, school store; also my journalism teacher.

His address: Ross H. S., 503 Tremont St. Phone: 7134

C. Name: Coach John Eversole. What he does: Ross H. S. sports coach.

His address: Ross H. S., 503 Tremont St. Phone: 7134

Remember that your personal data guide sheet is a "picture" of you. Be sure that your information is accurate and well-organized. Gather your facts and copy them neatly (typed or in ink) on your guide sheet.

Personal Data Guide Sheet

Name	First	Middle	Last
I. PERSONAL FACTS			
Name: _____			
Address: _____			
(Number)	(Street)	(City)	(Zone) (State)
Phone: _____			
Age: _____		Date of Birth: _____	
Birthplace: _____			
(City)		(State)	
Height: _____		Weight: _____	

II. EDUCATION

Name of grade school: _____	School address: _____
Name of junior h. s.: _____	School address: _____
Name of high school: _____	School address: _____
No. of years in h. s.: _____	Date of graduation: _____
Course taken: _____	
School activities: _____	
(Also give any offices you've held)	

III. WORK AND OTHER EXPERIENCES

A. Present job: _____		Name of firm: _____	
(What do you do?)			
Immediate supervisor: _____		His phone no.: _____	
Other facts about job: _____			
B. Previous job: _____		Name of firm: _____	
Immediate supervisor: _____		His phone no.: _____	
Other facts about job: _____			
C. Previous job: _____		Name of firm: _____	
Immediate supervisor: _____		His phone no.: _____	
Other facts about job: _____			
D. Skills: _____			
(Typewriting, shorthand, driving a car, etc.)			

IV. REFERENCES

A. Name: _____		Phone number: _____	
His address: _____			
(No.)	(Street)	(City)	(Zone) (State)
What he does: _____			
B. Name: _____		Phone number: _____	
His address: _____			
(No.)	(Street)	(City)	(Zone) (State)
What he does: _____			
C. Name: _____		Phone number: _____	
His address: _____			
(No.)	(Street)	(City)	(Zone) (State)
What he does: _____			

Dear Sir:

WHATEVER the kind of job you're looking for, getting it is undoubtedly going to involve some letter writing. Employers and personnel managers today are too busy to see everyone who walks in off the street looking for a job. They want to interview only the best candidates for the position. These candidates are chosen by their letters of application.

There are three general types of letters that you will have to know how to write: the *letter of application*, the *letter asking for a recommendation or references*, and the *follow-up letter*. All three are important. Any one of them will tell a prospective employer what you are like. Are you intelligent? clear-headed? efficient? honest? courteous? Are you the kind of mature, dependable person he wants to interview, and perhaps hire? Your letter will tell.

Letter of Application

The first "job" letter you write will be a letter of application. This can be in answer to a help-wanted advertisement (or a job description from an agency) or it can be a "blind" application—a letter to a company for whom you think you'd like to work. Both kinds

of letters should include particular information.

Let's suppose that you've seen this ad in the help-wanted section of a current newspaper:

DEMONSTRATOR, young man or woman, inexperienced, to demonstrate household equipment for stores in this city. Must be h.s. grad. Earn while you learn, start \$50, after 6 weeks \$60 plus commissions and expenses. Write, stating age, qualifications, educational background: Box 32, *Daily News*.

How would you answer that ad? Here are some tips to help you write the kind of letter of application that will make a favorable impression on your prospective employer.

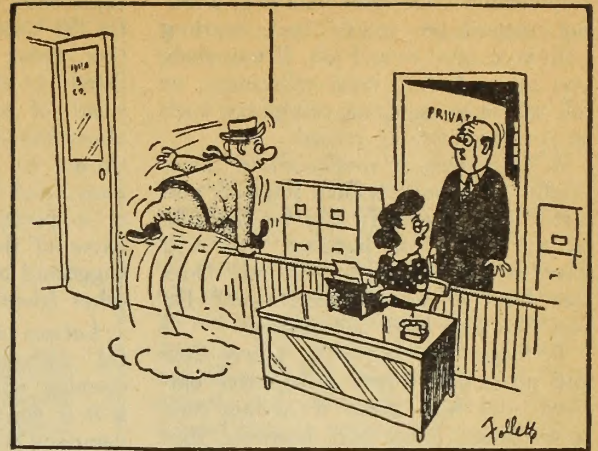
1. *Establish a point of contact.* Every letter should start at the beginning, with a sentence that tells exactly what it's for. So start this one by saying that you are an applicant for the position, and say where you found out about the opening.

2. *Show that you understand the requirements.* The advertisement in this case has given only two specific requirements: (a) that the applicant be young, and (b) that he, or she, have

a high-school education. Be sure that you fulfill these requirements.

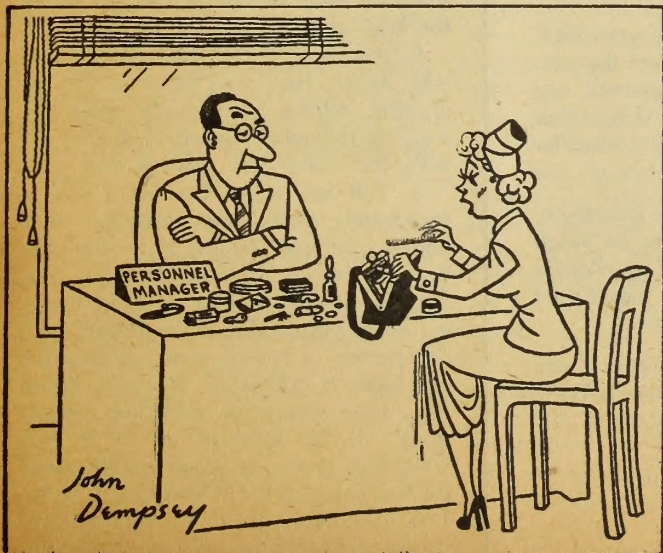
3. *Show that your education, background, and experience fit these requirements.* The advertisement asks for your age, qualifications, and educational background. Your age and educational background are simple facts: say how old you are, when you graduated (or will graduate) from high school, and the courses you took. Naturally, you needn't list every course you've taken since freshman year. Your prospective employer will want to know the kind of education you've had, and whether it will fit the job. So tell whether the course you took was general, business, science, manual training, or college preparatory. Then give the names of the subjects that you studied mostly and that will be valuable to you in such a job.

What qualifications have you for this job? Mention any extra-curricular activities which will be of interest to the employer—either because they relate to the job you're applying for, or because they show your ability to take



Wall Street Journal

"He's answering our ad for an energetic young man."



John Dempsey

Collier's

"I have some fine references as file clerk here somewhere."



Collier's

"Just been offered a swell job, Dad, covering Ohio, Michigan, Pennsylvania, and Illinois. Can I use the car?"

responsibility. Describe whatever working experience you've had, starting with your most recent job. If you wish, you may offer to send references, or tell where to send for references such as your high school record.

4. *Give personal qualifications.* Show briefly that your personal interests and tastes help to qualify you for this job. In this case, for instance, you will have to show, explain, and sell. Does that kind of work interest you? Do you like this kind of activity?

5. *Suggest an interview.* Leave time and place up to your prospective employer—let him make it at his own convenience. Show him, however, that you are ready for an interview. Give your telephone number if you live in the same city. If you are writing from another city, say when (week ends, vacations) you will be available for an interview.

"Blind" Application

Sometime you may wish to write to a company that has not advertised a specific opening. This is perfectly all right, if you think that you have the

experience and qualifications necessary for the work. Write a letter of application, using the five points previously listed. At the beginning, however, instead of saying where you learned about the opening, tell why you have chosen to write this particular company, and ask if there is an opening or a position you might fill. If the name of the person or company was suggested to you by a teacher or some other friend, say so.

Letters of this kind can be very useful. Although there may not be an opening when you write, your letter, if it is good, will be kept on file. The company will let you know when there is an opening—usually before an advertisement is published in the paper.

On this page you will find a typical letter of "blind" application. Study it carefully, noting how Gerald included the five points discussed. Then write a letter of your own, either answering the advertisement on page 13-YC or "blind," to a company for which you would like to work.

This is *your* letter. Follow the five rules, but, at the same time, write your

own letter. Don't copy Gerald's or any other model letter. Always remember that, no matter whom you are writing for what purpose, your letter should be *you* at your best—not anybody else, no matter how good. A model letter is written by one kind of person: you are another kind. Your letter is *your* representative. If you get that interview, you don't want to shock your prospective employer with a personality entirely different from the one in the letter!

Asking for Recommendation

A prospective employer, planning to hire someone he has never seen before, usually wants to know something about that person. Here your school record is important, but the employer wants more than that. He wants to find out, from people who know you, whether you are reliable, honest, easy to get along with, he wants to know whether he will be wise in turning an important job over to you. In this case, he will ask for references.

Before you go to an interview, therefore, it's a good idea to decide whose names you are going to use as references. Sometimes a prospective employer asks simply for names. The person whose names you give will appreciate it if you have his permission to use his name. Sometimes, however, the employer will ask for letters of recommendation. When he does, you must write for them. Here are some hints on writing to request a letter of recommendation:

1. *Choose your person carefully.* Write to someone who knows you well and likes you, but someone whose judgment you respect. He should be a fair judge of character and be able to express himself well. Choose an older person—a past employer, a friend of the family, or a teacher. If possible, choose someone who has observed you doing the kind of work you are applying for.

2. *Ask him if he will recommend you.* Again, start your letter at the beginning, telling him exactly what you want—a recommendation. Tell him exactly for whom you want it and why.

3. *Tell him what kind of a recommendation you want.* Anyone who knows you well could, if he had the time, write a book about you. You don't want a book. You want the writer of the recommendation to discuss only the points in which your prospective employer is interested. Be sure, therefore, that you have told him (paragraph 2) the kind of job it is: you want him to discuss your qualifications for that job, not for other types of work. Let him know what references your prospective employer already has (your school record, etc.), so that he doesn't

LETTER OF APPLICATION

98 Clara Street
Townsend, Wisconsin
February 21, 1954

Mr. Elmer Peloquin
Peloquin's Esso Servicenter
2333 Braakline Avenue
Townsend, Wisconsin

Dear Mr. Peloquin:

I should like to apply for a job as service attendant in your garage. Mr. Edward Mildener tells me that he will retire next month to work only on a part-time basis, and that you may be looking for someone to help with selling and making minor repairs.

I understand that you would prefer a boy with same training and experience. I shall graduate from Townsend High School on June 22, having taken the technical training program, including courses in chemistry, modern mechanics, and retail selling. During my senior year, I have been a member of the Motors Club and circulation manager of the Townsend High News. Last summer I worked for two months at Low's Garages in Brookline.

Working with motors has interested me for many years. I hope someday to be a mechanic. I enjoyed the job at Low's last summer, and my employer, Mr. Jacob R. Low, says that he was pleased with my work on the automobiles and my relations with the customers. He has kindly allowed me to use his name if you should want references. Mr. Mildener has also said that he will recommend my work.

I shall be happy to report for an interview at your convenience after 3 p.m. on weekdays, or any time on Saturdays. My home telephone number is Townsend 317.

Sincerely yours,
Gerald Stott

ASKING FOR RECOMMENDATION

9 Tressle Street
Easton, Michigan
February 19, 1954

Mr. Gordon Miller
217 Cowper Lane Road
Easton, Michigan

Dear Mr. Miller:

Will you please write a letter of recommendation for me? I had an interview this morning with Mr. Brian Oswell, persannel manager of the Northrap Medical Supplies Company. I am hoping this summer to train as a salesman for the company, under its special training program. If I pass the course, the job will involve selling medical equipment in doctors' offices thraughout the city.

Mr. Oswell has my schaal record and reports, but he would also like a character reference from someone outside my family. A letter from you need not be long—just a few sentences will be greatly appreciated. Please send the letter to:

Mr. Brian Oswell
Northrap Medical Supplies Company
4892 Nachamie Avenue
Easton, Michigan

Thank you very much.

Very sincerely yours,
Andrew Rozakis

After an Interview

Sometimes you'll be interviewed by an employer who sees a number of people before he decides which one he wants for the job. In that case, he won't tell you at the interview whether or not you got the job. You'll have to go home and wait a few days—perhaps even a few weeks—before you have any idea of the impression you, your record, and your letters made. That's a good time to write a follow-up letter.

When you do this, thank the prospective employer for the interview, telling him that you appreciated the chance to see him and his organization. Tell him how you feel about the position now. If it seems to be exactly what you want and are qualified for, say so.

The tone of your letter should be *appreciation* and continued or increased *interest*. Keep the letter brief, and don't sound impatient to hear the results of your interview. When the employer sees your renewed appreciation and interest, he will be pleased. The letter might help him make his final decision to hire you. If not, he will at least keep your name on his books for next time.

Thank You!

About a month after he had written Mr. Miller, Andy Rosakis heard from the Northrop Company that he had been accepted as a sales trainee. He therefore wrote Mr. Miller again, thanking him for his reference. Here is Andy's letter:

9 Tressle Street
Easton, Michigan
March 12, 1954

Mr. Gordon Miller
217 Cowper Lane Road
Easton, Michigan

Dear Mr. Miller:

Mr. Oswell has just written me to say that I am accepted as a sales trainee for Northrop Medical Supplies. I want you to know how grateful I am for your letter of reference.

I report to work on June 28. The course outline, which Mr. Oswell sent, indicates that we will spend two weeks studying only medicine, with no lessons in selling at first. We then have demonstrations and classes in actual sales technique. After that, I suppose, we'll be on our own.

The work sounds both interesting and educational. Thank you again for your kindness in writing the recommendation.

Very sincerely yours,
Andrew Rosakis

have to spend time discussing that side of your character.

4. *Have the letter sent to your prospective employer.* Never ask that a letter of recommendation be given or sent to you. You're asking someone to write *about* you, and the employer will want to see a full, unbiased letter. Give the full name and address of your prospective employer, so that the letter can be sent directly to him.

On this page is a letter Andy Rozakis wrote to a man who knew him well and was a close friend of his father. Study the letter, keeping the four rules in mind.

When you are sure that you understand how it is done, practice writing a letter to a past employer, a teacher, or a friend of your family, asking him to recommend you for a particular job opening.

Follow-up Letters

The kind of follow-up letter that you write when getting a job is really a thank-you note. This is the letter that will make a really favorable impression on anyone to whom you write it. It will earn you the distinction of being "kept in mind" for future, and better, jobs.

A follow-up letter should be written, first, to anyone who recommended you for a position, whether he merely mentioned you by word-of-mouth, or actually wrote a letter; and whether or not you got the position. If you have

ever recommended someone for club membership or nomination to a school office, you may have some idea of the work involved. Writing a letter of recommendation or a reference is a long and difficult job. Though the reference itself may be brief, the writer must spend a great deal of time and effort remembering your work, thinking over your qualifications, deciding what is important, and carefully choosing his words. He really deserves a "thank-you."

When writing this kind of follow-up letter, start by thanking the person. Then tell him how effective his letter was. Tell him about the subsequent interview you had, or the beginning of your job. Show him that he has helped you gain a good position in a job that you really enjoy. He will be grateful for your appreciation and happy to have done something for you. He will have a pleasant association with your name in his mind for the future.

Write the same kind of follow-up letter to anyone who has given you a "lead" on a job. This might be a friend who, hearing what you wanted to do, suggested that you call a certain company. Or it might be a teacher who suggested a particular organization to whom you could write. Or it might be to someone who actually knew of an opening that you might be interested in. Whether or not you actually got your job through this person's suggestion, let him know that you appreciate

Apply Here!

WHEN Tom, Dick, and Harry go out for track, they aren't expected to break any records the first day of practice. For the 440, they build up their strength, their endurance. They learn how to breathe properly. All this takes practice. Before they can enter the district meet, they must have many workouts.

Filling out a job-application blank is something like competing in a track meet. If you intend to "score" on the application blank of the firm you hope to work for, you need practice in filling out application blanks.

On the opposite page is a *condensation* of the Kroger Company's application-for-employment blank. Here are some tips to help you fill out this form—or that of some local firm that you're interested in.

1. *Be prepared.* Before you leave home for the employment office, fill your fountain pen (one that really works well) with black or dark blue ink. Be sure your hands are clean so that there'll be no "smudging." Also, it might be a good idea to take some scrap paper along in case you have to do some figuring on dates.

Be sure to take with you your personal data guide sheet. (See page 12-YC in this issue.) Your guide sheet will help you for two reasons: (a) It will provide information that you'll need to write on the application blank—addresses of previous employers, courses you took in school, etc.; (b) if needed, you can attach it to your application blank.

2. *Read the directions carefully before you do any writing.*

Let's take a look at the top of the blank—the space marked *Name*. Note that the directions tell you to print your name. Be sure you *print* it! Note also that you're asked to give your *first* name *first*. (Some blanks ask for your *last* name *first*.)

Under *Date of Birth*, note the small words *Mo.* (for month), *Day*, and *Year*; also *City* and *State*. Give those facts in the order suggested. Give the city and state in which you were born—not the name of the hospital! Under marital status, the right answer for you is prob-

"I don't have any working experience. That's why I applied for this job—to get some."



Wall Street Journal

ably *Single*. Carefully put a small x in the *Single* box. You will leave the next box, *Married Women*, completely blank, if you aren't a married woman.

Carefully check the box indicating whom you live with.

Note that the Social Security Number is divided into three parts. Copy your S. S. number that way—577 38 3088 (giving your own number, of course).

In the *Citizenship* box, if you check *native* (meaning you're a native-born American), don't put anything in the box labeled *Name Other Country*. That space is reserved for foreign-born citizens to name the country of their birth.

If you have no relatives working for Kroger, write *None* in that box. Probably no one depends on you for financial support. Then you'd write *One* (for yourself) after the words, *No. of Persons Dependent on You*. If you help support your mother or some other relative, you'd write 2.

3. *Word your answers carefully.* Think before you write. You don't have much space for your answers and you want to give the facts requested.

Suppose that you once had an argument with your brother about the cost of keeping up the jalopy you own jointly. Then don't mark *Yes* to the question, *Have you ever had shortages or misunderstanding about funds?* You would mark *Yes* if you have been cashier in the school lunchroom and you never could make your cash balance with the receipts.

You probably have not been seriously ill. Measles is not considered a serious illness. You'd be wise to mark *Yes* to the question, *Are you willing to take a physical examination?* Otherwise, you may give the impression that something is seriously wrong with you.

Perhaps you wear glasses and they correct your vision so that it is about as good as normal; then your eyes aren't a serious physical handicap. Don't bother to mention slight eye defects unless perfect vision is required for the job.

Many firms in the grocery business employ sales clerks who can speak Polish, Italian, or some other foreign language which is spoken in the neighborhood of the branch stores. If you've had only two semesters of French in high school, you really can't say that you can speak French.

Use your personal data guide sheet now to help you fill in the section labeled *Education*. You fill in the *Last Grade Completed* blank only if you check the *No* box after *H. S. Graduate*. Check *Academic* if you took the college-preparatory course—algebra, geometry, foreign language, history, English, etc. If you've taken accounting, retail selling, or other courses in school, you can list them under *Additional Specialized Study Courses*.

After *Kind of Work Desired to Start*, name a specific type of work—checker, meat cutter, or whatever job you're interested in—provided it is a job open to someone with your education and experience. Don't write "Anything you have." Try to find out ahead of time the amount of money that the firm pays for the job you've chosen and list the beginning salary as what you want to earn.

Note that you start your employment history with *Last Employer*. Be sure to spell employers' names correctly and give their exact street addresses.

This, in brief, is the way to fill out an application blank successfully. Come prepared; read the directions; think before you write; and word your answers carefully.

Because the application blanks of different firms aren't exactly alike, we've printed two more application blanks for you to practice on—the Mutual Benefit Life Insurance Company's on page 16-YC and the Procter and Gamble Company's on page 17-YC. You also should secure and study the job application forms used by firms in your area. Fill these blanks out carefully and file them in your *Career Notebook*.

THE Kroger co.

EMPLOYMENT APPLICATION

Form 3003—9-50

Date _____

NAME (Print) _____ <div style="display: flex; justify-content: space-between; font-size: small;">First Middle Last</div>			<input type="checkbox"/> Male <input type="checkbox"/> Female	Age _____	Weight _____	Height _____
ADDRESS _____ <div style="display: flex; justify-content: space-between; font-size: small;">No. and Street City State</div>			Phone No. _____ <div style="display: flex; justify-content: space-between; font-size: small;"><input type="checkbox"/> Yours <input type="checkbox"/> Neighbor</div>	How long have you lived in this city? _____		
IN CASE OF ACCIDENT, NOTIFY: Name _____ Relationship _____ Address _____ Phone No. _____						
DATE OF BIRTH _____ <div style="display: flex; justify-content: space-between; font-size: small;">Mo. Day Year</div>			PLACE OF BIRTH _____ <div style="display: flex; justify-content: space-between; font-size: small;">City State</div>			
MARITAL STATUS <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Widowed <input type="checkbox"/> Separated <input type="checkbox"/> Divorced		MARRIED WOMEN GIVE: Maiden Name _____ Date of Marriage _____		WITH WHOM DO YOU LIVE? <input type="checkbox"/> Parents <input type="checkbox"/> Relatives <input type="checkbox"/> Husband or wife <input type="checkbox"/> Alone		SOCIAL SECURITY NUMBER <div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px;"></div>
CITIZENSHIP <input type="checkbox"/> Native <input type="checkbox"/> Naturalized <input type="checkbox"/> Name Other Country _____		Own Your Home? <input type="checkbox"/> Yes <input type="checkbox"/> No		Father's Occupation _____		
Names of Relatives in Kroger Employ _____			No. OF PERSONS DEPENDENT ON YOU: Totally _____ Partially _____			
Have you ever had shortages or misunderstanding about funds? <input type="checkbox"/> Yes <input type="checkbox"/> No		Have You ever been arrested? <input type="checkbox"/> Yes <input type="checkbox"/> No		Convicted? <input type="checkbox"/> Yes <input type="checkbox"/> No For what Offense? _____		
Who is your family doctor? _____		Have you been seriously ill during past two years? <input type="checkbox"/> Yes <input type="checkbox"/> No		Nature of Illness _____		
Are you willing to take a physical examination? <input type="checkbox"/> Yes <input type="checkbox"/> No		Have you a physical disability? <input type="checkbox"/> Yes <input type="checkbox"/> No		Nature? _____		
Do you own an automobile? <input type="checkbox"/> Yes <input type="checkbox"/> No		What language other than English can you speak? _____		Check one <input type="checkbox"/> Right Handed <input type="checkbox"/> Left Handed		
EDUCATION: Grade and High School Last Grade Completed _____		H. S. Graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No		Type Course: <input type="checkbox"/> Academic <input type="checkbox"/> Vocational <input type="checkbox"/> Commercial		
COLLEGE (Day) Yrs. _____ Degree _____ Name _____ Major _____		COLLEGE (Evening) Yrs. _____ Certificate _____ Degree _____ Name _____ Course _____				
ADDITIONAL SPECIALIZED STUDY COURSES Subject _____ School _____						
KIND OF WORK DESIRED TO START _____			Starting Salary Desired _____		Per Hour _____ Per Week _____	
Chief Previous Occupation _____		Time Spent on Longest Previous Job: _____ Yrs. _____ Mos. _____		Number of Full-Time Jobs During Past 10 Years _____		
Have you ever worked for Kroger before? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please list under "Most Recent Employers" below.						
MOST RECENT EMPLOYERS Begin with Present or Last Employer (Include Military Service)		DATE STARTED	DATE ENDED	KIND OF WORK PERFORMED AND SUPERVISORS	SALARY	REASON FOR LEAVING
Company _____ Street _____ City _____				Job _____ Supr. _____		
Company _____ Street _____ City _____				Job _____ Supr. _____		
Company _____ Street _____ City _____				Job _____ Supr. _____		
Company _____ Street _____ City _____				Job _____ Supr. _____		
Company _____ Street _____ City _____				Job _____ Supr. _____		
Company _____ Street _____ City _____				Job _____ Supr. _____		

THE MUTUAL BENEFIT LIFE INSURANCE COMPANY

300 BROADWAY

NEWARK 1, NEW JERSEY

Application and Interview Blank

This Application and Interview Blank is provided for your use in applying for a position with The Mutual Benefit Life Insurance Company. In order to do justice to your application, and afford us an opportunity to judge to the best of our ability the work for which you are suited, we suggest that you make your declarations and answers as complete as possible. We appreciate the friendly contact that this application has brought and assure you that any information you have given us will be held in strictest confidence.

(Please fill out in longhand)

Today's Date _____

Full Name _____ Age _____
Last First Middle

Address _____ Home Telephone _____
No. Street

City Zone State Social Sec. No _____

Date of Birth _____ Are you a Citizen? _____
Month Day Year

Are you: Single? _____ Married? _____ Widowed? _____ Separated? _____ Divorced? _____

If married, give wife's or husband's name _____ Date of marriage _____

Are your parents living? _____ Name nearest relative _____

With whom do you live? _____ Who is dependent upon you? _____

What is (was) your father's occupation? _____

EDUCATION					
	NAME OF SCHOOL	DATES OF ATTENDANCE		DID YOU GRADUATE?	COURSE
		FROM	TO		
GRAMMAR					
HIGH					

What subjects did you like best? _____ Least? _____

What, if any, extra-curricular activities did you participate in while attending school? _____

What kind of work do you prefer? _____

State the kinds of work that you are qualified to do through training or experience, emphasizing any that you can do particularly well: _____

Are you in good health? _____ Do you consent to a medical examination by the Company's Examiner? _____ How much time have you lost from school or work, due to sickness, during the last two years? _____

Who recommended you, or what led you to seek employment with this Company? _____

Give two references: _____

PREVIOUS BUSINESS EXPERIENCE					
EMPLOYER	KIND OF WORK	SALARY	DATES		REASON FOR LEAVING
			FROM	TO	

THE PROCTER & GAMBLE COMPANIES

Application for Employment



Print your name in full _____
first middle last

Specify type or types of work desired _____ Date _____

Present Address _____ Telephone Number _____
street and number town state

Permanent Address _____ Social Security account number _____

PERSONAL

Sex _____ Height _____ ft. _____ in. Weight _____ Are you willing to take a physical examination? _____

How many days lost by illness in past two years? _____ Describe any physical defects _____

Date of birth _____ Present age _____ Number of brothers _____ Number of sisters _____ Do you own your home? _____

EDUCATION

Name of School	City and State	Date		Years Completed	Did You Graduate?	Degree Granted (if expected, give date)
		From	To			
High School						

Principal field of study _____ Estimate over-all scholastic standing Top 10% ☐ Top 25% ☐ Top 50% ☐ Lower 50% ☐

List scholastic honors, honorary fraternities, etc. _____

List school activities (other than athletic) indicating offices held _____

List athletic activities. Indicate whether intramural or varsity and year of competition _____

EMPLOYMENT

Give accurate and complete information regarding present and former employment. Indicate whether position was full-time or part-time. If on commission, estimate average earnings on a weekly salary basis.

Give name and address of employing organization and name of immediate superior	Dates	Nature of your work	Weekly Salary	Reason for leaving
Present or last position	from		at employment	
	to		at leaving	
Second last	from		at employment	
	to		at leaving	

If applying for office position, list office machines you can operate _____

Through what channel was your application made? (Applied voluntarily, answered want ad, interviewed at college, referred by employment agency, etc.) _____ Have you a driver's license? _____

Has your bond application ever been refused? (If so, explain at bottom of page) _____ Have we your permission to refer to your present employer? _____

Please give any further information which you feel might be helpful to us in considering your application _____

Signature of applicant _____

Can You Take It?

YOU may have to take a test before you're hired for your career job. The United States Civil Service and many large business firms (such as Hamilton Watch Company, New York Central Railway System, and Ford Motor Company) require job applicants to take a written test.

Why do business firms and the Civil Service give tests to job seekers? And what are these tests like? To find the answers to these questions the editors of *P. E.* wrote to 50 leading business firms and to the U. S. Civil Service.

Here is a summary of what they said:

Many companies have well organized programs to test the intelligence, skill, and ability of all job applicants. These tests are used to help the firm select the best workers and also to guide the firm in placing each worker in the right job.

If you are asked to take a special test when you apply for a job, do so calmly and cheerfully. Read or listen to the directions carefully and do the best you can. Some tests are of the paper-and-pencil type; others are called "performance tests." The most simple performance tests resemble children's games—like the one in which you put various-shaped pieces of wood into the right holes.

Many of the English, arithmetic, and social studies tests you take in school are similar to the tests that business firms give to job applicants. If you do well on school tests, you're getting good practice in taking job tests.

Here are some sample exercises from typical tests which are given:

Intelligence Tests

You may be given an *intelligence test*. If so, you may be asked questions similar to the following:

—A. Write the number of the correct answer in the space before the letter. Which one of these four words tells what a dog is?

- | | |
|-----------|--------------|
| 1. tree | 3. animal |
| 2. flower | 4. vegetable |

—B. A foot is to a man as a paw is to what?

- | | |
|----------|---------|
| 1. horse | 3. cat |
| 2. shoe | 4. duck |

—C. Which one of the four words below means the opposite of east?

- | | |
|----------|----------|
| 1. north | 3. south |
| 2. pole | 4. west |

—D. If the two words of a pair mean



Register and Tribune Syndicate

"I was 'All-American' for two years."

the same or nearly the same, draw a line under *same*. If they mean the opposite, or nearly the opposite, draw a line under *opposite*. If you cannot be sure, guess.

- | | |
|----------------|---------------|
| 1. big—little | same—opposite |
| 2. begin—start | same—opposite |

—E. Check the best answer to each of the following questions:

1. Why do we use furnaces? Because:

- | |
|--------------------------------|
| —a. they keep us warm. |
| —b. they come with the houses. |
| —c. they are in the cellars. |

—F. Gold is more expensive than copper because it is—

- | | |
|-------------|------------|
| 1. prettier | 3. scarcer |
| 2. heavier | 4. harder |

—G. The opposite of *despair* is—

- | | |
|-----------|----------|
| 1. sorrow | 3. faith |
| 2. hate | 4. hope |

—H. Look at each row of numbers and in the two blanks write the two numbers that should come next as in the example.

Example:	3	6	9	12	15
(1)	2	4	6	—	—
(2)	10	8	6	—	—
(3)	8	7	6	—	—

—I. A growing bush always has

- | | |
|------------|-----------------|
| 1. flowers | 4. green leaves |
| 2. fruit | 3. a shadow |
| 5. roots | |

Tests for Office Jobs

If a company's name is *Peabody Brothers*, don't write it *Peabody & Brothers*. If a man likes his name written *M. Robert Fox*, don't write *M. R. Fox*.

Many business firms are so particular about these "little details" that they give all applicants for clerical jobs a special test to see whether the applicants are accurate and observant. Here are some brief samples of such a test:

A. Check each pair of words which are *not exactly alike*:

- | | |
|---------------------|-----------------|
| —1. Maine and Co. | Main and Co. |
| —2. Humbolt Co. | Humboldt Co. |
| —3. Pettycord Bros. | Pettycord Bros. |

B. Suppose that you were putting some names in alphabetical order. You have all the names in order but that of Robinson, M. R. Write in Robinson's name where it belongs. Leave the other spaces blank.

1. _____
Robeson, Mary
2. _____
Robey, Fred
3. _____
Robinson, Alfred
4. _____
Runyon, Bruno
5. _____

C. Check each pair of numbers which are *not exactly alike*:

- | | |
|------------|--------|
| —1. 7124 | 7124 |
| —2. 6729 | 6792 |
| —3. 1354 | 1534 |
| —4. 179901 | 179091 |

If you're applying for a job as a typist, stenographer, or secretary, you'll probably have to take tests in typing and shorthand. Some employers do this by asking you to take a letter in shorthand, then transcribe and type your notes. Bookkeepers make tests in everyday arithmetic. Speed and accuracy are both important.

Are You Calm?

Business firms also want to know whether job applicants have an unusual amount of fears, worries, and dislikes. Here are some sample questions to discover whether you are much different from the average person. Underline *Yes* if it is true of you; *No* if it isn't.

- Yes No 1. Does your face itch continuously?
- Yes No 2. Do you often awaken in the middle of the night?
- Yes No 3. Are you especially afraid of being in small places?
- Yes No 4. Can you do good work while people are looking on?

How to "Sell Yourself" to an Employer



1. Study your interests and qualifications; be prepared to give them briefly and clearly during the interview.



6. Sit up straight in chair, feet firmly on floor; look alert. Advance planning will help you to be calm, poised, and at ease.



11. Be confident, enthusiastic, but don't bluff. Use good English; and speak distinctly. But don't talk too much.



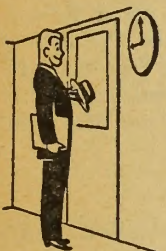
2. Before the job interview, learn about the firm; ask questions about firm and the job that you're seeking.



7. Think before answering a question. Be polite, accurate, honest, and frank. Give full information, don't brag.



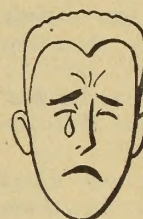
12. Listen carefully; be polite and tactful. Above all, don't get into any arguments with your prospective employer.



3. Arrive five or ten minutes ahead of your appointment. Tell receptionist who you are, whom you wish to see.



8. Have guide sheet with you of all your jobs, dates of work, your wages, kinds of work you did, reasons you left.



13. The employer is interested only in how well you'll fit the job. Don't mention personal, home, or money problems.



4. Be neat, clean—hair combed, fingernails clean; wear well-pressed clothes, shined shoes; avoid gaudy jewels, make-up.



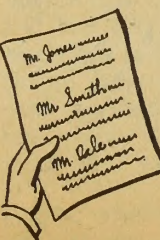
9. Be ready to show how your training and work experience will help you to get ahead on job you're asking for.



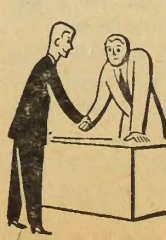
14. Be grown-up, businesslike. Show employer proper respect. Call him "Mr."—not "Jack," "Buddy," or "Pal."



5. The employer wants to talk to you. Don't take anyone with you (not even your mother) to your job interview.



10. For references, give the names (and complete addresses) of three reliable people who know you and your work.



15. If it seems you won't get this job, seek employer's advice about other jobs with the firm which may come up.



"I'm five minutes early. If I punch in now, will I be paid for overtime?"

Gregg Writer

Scene I

SETTING: Office at the back of Lisle's Department Store.

AT CURTAIN'S RISE: It's 8 a.m. and Joe Maltesi, the store manager, is doing some paper work at his desk before the rest of the sales force arrives for work. There's an extra chair at right of desk. Door to the main part of the store is at left.

MR. LISLE (*enters left, wearing coat and hat*): Good morning, Joe. Have the new alarm clocks arrived yet?

JOE MALTESI (*standing up*): Good morning, Mr. Lisle. Yes, the alarm clocks arrived late yesterday. Sit down, won't you?

MR. LISLE (*sits in extra chair; Joe also sits down*): I can stay only a minute. I'm on my way to Groveton and I have great news for you. I closed the deal on the store in Groveton last night. We're taking it over—lock, stock, and barrel.

JOE (*enthusiastically*): Congratulations! There's great opportunity in a thriving town like Groveton.

MR. LISLE: Yes. It's a much larger store than this one and I'll need a good manager. Will you do the job for me? We can work out a profit-sharing arrangement. The details can come later.

JOE (*happily*): Thank you, Mr. Lisle. I appreciate your confidence in me.

MR. LISLE (*gruffly but kindly*): You deserve the opportunity. But right now our big problem is to decide who's to be put in charge of this store when you go to Groveton. You know the job and you know your salesmen. Do you have any suggestions?

JOE (*looking thoughtful*): I had great hope for Paul Babcock a year ago when he first came with us, but now I'm doubtful. He seldom comes to work

Here's to Success!

on time, and when he is here, his mind isn't on his work. He seems to have too many outside interests.

MR. LISLE: I'm sorry to hear that. Paul makes a good appearance and he seems to have a pleasant personality. The job of store manager calls for someone with these qualities, as well as a knowledge of salesmanship and some business experience. A store manager must be dependable—he must open the store on time, send out orders, handle the banking. Also he must be a "trouble-shooter," in order to handle the help and the more difficult customers.

JOE: Would you consider a girl for the job? Mary Jenkins has been with us nearly two years. She has a way with the customers and she takes an interest in the stock. In fact, she's made several suggestions which have helped to improve our sales. You know, of course, that she does a first-rate job of decorating the windows every week.

MR. LISLE: Mary? I thought Enid Fuller decorated the windows.

JOE (*shaking his head*): She did for a while but she couldn't follow directions. She just couldn't learn that a department store's windows should show a large number of items—to attract the attention of window shoppers. She thought the windows should be "arty," with just one or two items in them. Now she marks stock.

MR. LISLE: How's she doing there?

JOE: All right most of the time, but she's careless. The other day she put a 98¢ tag on a doll we sell for \$1.98. Naturally, when a customer demanded the doll for 98¢, we had to sell it to her at a loss.

MR. LISLE: What about Harold?

JOE: Harold Schultz is a real worker. He comes to the store early and he's the last man on the floor at night, watering the plants, and covering up the stock. He's a first-class salesman, too—likes people, studies their needs, and makes customers want to come back for more.

MR. LISLE: He apparently takes a sincere interest in his work. Has he taken an interest in the business end of the store? Does he study what will sell well and what won't?

JOE: As I recall, he has a good background—with a year or two at business school. He understands bookkeeping thoroughly and he's as honest as the day is long. I'd trust him to do our banking any time. His cash register balances out as well as Mary's does. His penmanship and spelling are good. Also, he's very patient with complaining customers.

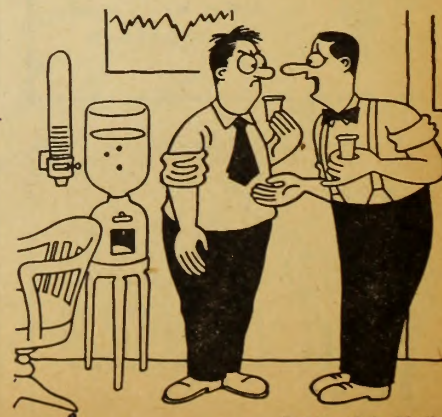
MR. LISLE: Both Mary and Harold seem to be possible candidates for the job of store manager. Will you look up the records of their education and experience today and think some more about this problem? I'll stop by tonight on my way back from Groveton and we can talk further. Meanwhile, I wish you'd tell the sales force about the new store. I want them to be the first to know. We wouldn't have four stores today if we didn't have loyal, hard-working sales people like you and Mary and Harold.

Scene II

SETTING: At the big package-wrapping table, outside Joe's office.

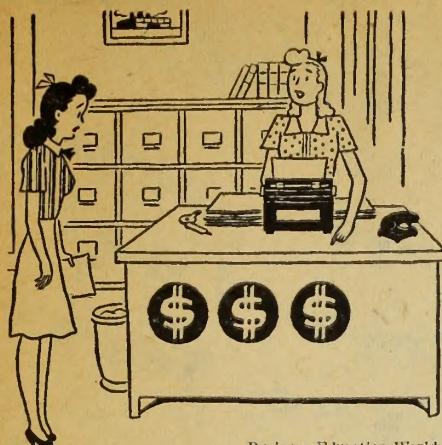
AT CURTAIN'S RISE: It's 8:50 a.m., the same day. Paul, Harold, Mary, and Enid are standing around the table, listening to Joe. He's just concluding his remarks.

JOE (*standing at one end of table*): I'll probably be here—part-time at least—for a month yet, while we're getting



Cartoons-of-the-Month

"On the other hand, if you don't ask for a raise, they'll let you keep on working here for what you're worth!"



Business Education World

"I got the idea from my boy friend in the Air Corps—I paint one of those symbols on whenever I land a pay raise."

ready to reopen the Groveton store. I understand that the fixtures are old and the stock is rundown.

HAROLD: Congratulations, Joe. I know you'll make good and if I can do any of your work here during the next month, I'll be glad to help out.

ENID: I suppose that Mr. Lisle will hire someone to manage this store. . . .

JOE: Mr. Lisle likes to promote his own employees. One of you four is likely to get the job, if you're interested. Whoever gets the job will be on trial for six months with about the same pay you're getting now. The job of manager requires additional responsibility—recommending what stock to order, handling the books, banking money—but I find the job challenging.

PAUL: This store could stand a lot of modernizing—simple, attractive window displays and new display cases. I'd certainly like to have a "crack" at it. I'd make things hum around here.

JOE (looking at watch): It's almost 9 o'clock and I must get to the bank. I'll keep you informed about developments. (He departs right.)

HAROLD: I imagine that Joe has thought of a new typewriter and new show cases, too. But Mr. Lisle has had a lot of experience in business. He doesn't invest money when it isn't necessary. The show cases serve their purpose and he figures, "Why buy new ones?" That's the way he gets ahead.

ENID (powdering nose): I, for one, won't miss Joe a bit. I was a few minutes late from lunch yesterday, and he nearly raised the roof about it.

MARY (softly): Now, Enid, you know you're late almost every day. And you know that you were absent all day Tuesday and didn't even phone him to say you weren't coming in.

ENID: I had an upset stomach.

MARY: But you should phone or have someone else phone and report your illness.

HAROLD: Isn't it wonderful the way

our business is growing? We've bought two stores in less than three years.

PAUL: "Our business"? Where do you get that stuff? It's Mr. Lisle's business, not ours—and I could do with a raise. I can hardly live on the measly \$38 a week he pays me. Everyone expects a beginner to work for peanuts. If I didn't get my board free at home, I don't know how I'd manage.

HAROLD: Part of your beginning pay is the experience you're getting, Paul. I earn the same pay you do and I have to eat at restaurants and live at the "Y." I still manage to save a little each month and to have a fairly good time.

MARY: Also, I'd like to point out that Mr. Lisle's business is really "our business" in a way. If Mr. Lisle's business is growing, then we have greater opportunities to get promotions and better pay. Look at the promotion Joe's getting.

HAROLD: Joe's been good about teaching us everything he knows about salesmanship and letting us make suggestions for improving the store and trying some of our own ideas. I think we all should pitch in and help him this month while he's so busy with the other store. Mary, perhaps you could help him in ordering. You've always taken an interest in the stock and what the customers want.

MARY: I'll be glad to help in ordering. . . .

ENID: Count me out. I have more work than I can handle now. Why doesn't Mr. Lisle hire someone to help Joe this month? I don't get a minute off. When I'm not waiting on customers, I'm supposed to be putting on price tags.

PAUL (laughing): You still find time to chat with any good-looking fellow who comes into the store, I notice.

HAROLD: We'd better break it up. Two customers just came in.

Scene III

SETTING: Joe's office.

AT CURTAIN'S RISE: It's 6 p.m. the same day. Mr. Lisle is sitting in the chair by Joe's desk, talking to Joe.

MR. LISLE: We're going to have to clean out a lot of that old stock at the Groveton store. You've a big job ahead of you, Joe, and that's why I'm eager to appoint a manager for this store as soon as possible. That will free you to work in Groveton. Have you thought some more about whom we should choose?

JOE: We need a person who can take responsibility, one who can manage the store without a lot of supervision. This person should work to expand our business because the town is growing and our business can grow, too. He (or she) must be willing to work each day until the job is done—doing whatever

has to be done, whether it's acting as troubleshooter or decorating the windows. I find that both Mary Jenkins and Harold Schultz have the qualifications for the job. Both are sociable and belong to community clubs and organizations where they meet people and create good-will for the store. Both received good grades in school. However, I believe that we should give this job to Harold.

MR. LISLE (nodding his head): I agree with you for a good reason. I think I'm going to need Mary somewhere else.

JOE (surprised): Still another store?

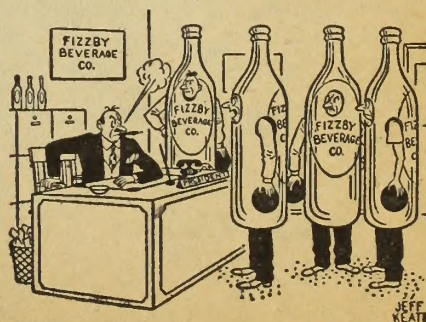
MR. LISLE (chuckling): No. But now that I have four stores, I'd like to work out a more efficient system for purchasing goods for them. Mary knows the kind of merchandise our customers want. You say she's careful and efficient. I'm thinking of making Mary the head buyer for all of our stores.

JOE: She'd like that job, and I think she's the person you're looking for.

MR. LISLE: Let's not say anything about this to Mary at present. I can't spare two good workers from this store at one time. We'll make Harold manager and hire a new salesman. Maybe we can get Mary to work part-time buying for the Groveton store while you're rounding up new stock. That'll give her an opportunity to see how she'd like the job—and us a chance to find out how well Mary is likely to do at it.

JOE: A fine idea, Mr. Lisle.

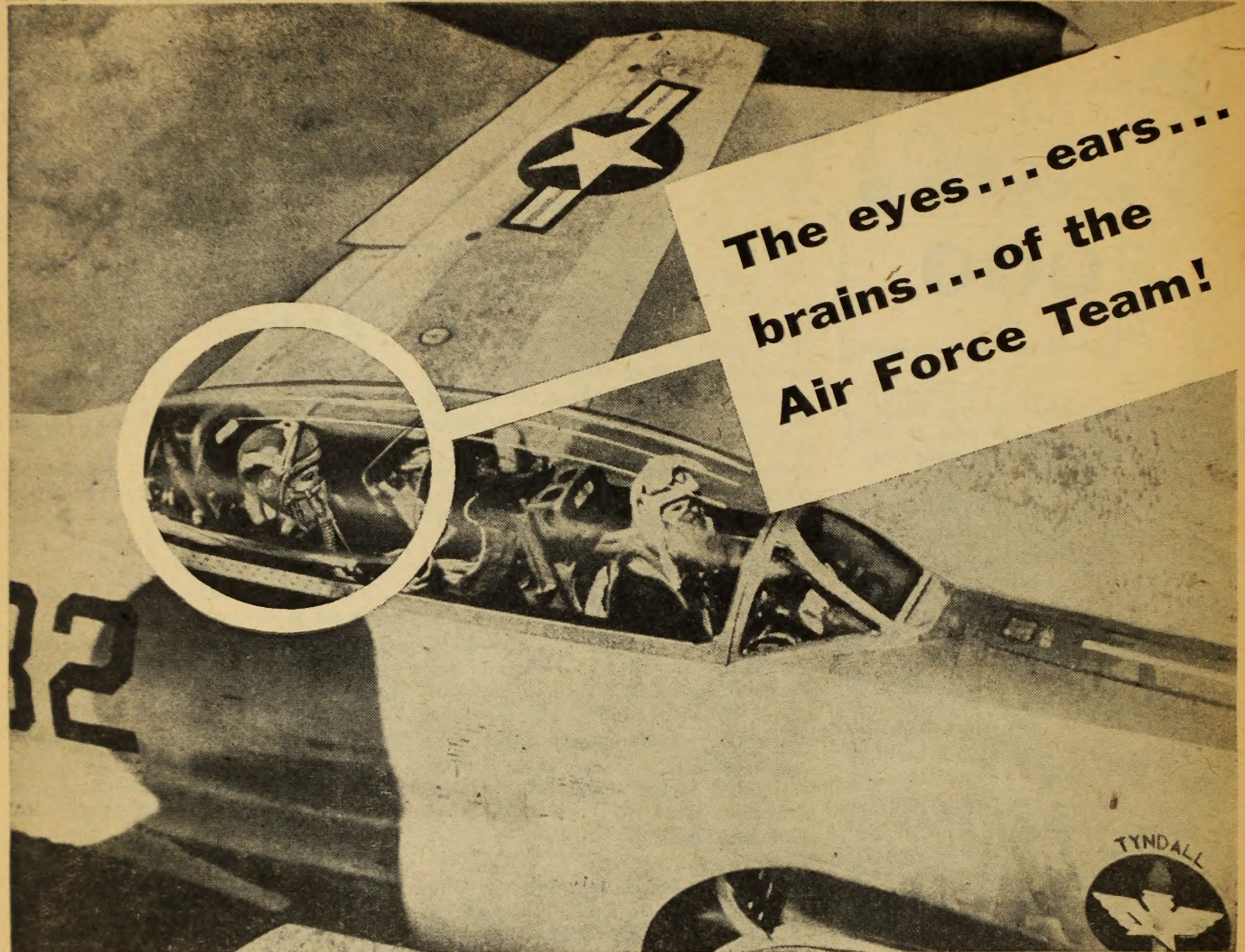
MR. LISLE: Of course, I'm excited about our new store in Groveton but there's another reason for my happiness. I've been in business for over twenty years and most of my business friends said I was a fool to hire young people and then promote them to responsible jobs like store manager. They said young people were scatterbrained and irresponsible. But I know that some young people are serious-minded and they do have the enthusiasm and energy of youth to give to challenging jobs. Those are the young people I want to work with me. Let's look for more workers like Harold and Mary.



Cartoons-of-the-Month

"The office bowling team appreciates your idea, sir, but we'd like to discuss shirts with the name on the back."

HIGH SCHOOL GRADUATES...BE AN AIRCRAFT OBSERVER



IN THE still of the night—high above a sleeping American city—an unidentified aircraft is spotted. In a matter of seconds a lightning-like jet interceptor takes to the air. Unerringly, with an Aircraft Observer showing the way, the Air Force F-94 Night Fighter speeds to intercept the stranger. The Aircraft Observer is the man behind the pilot—the officer who keeps America's planes flying on course and on target. Without him the Air Force couldn't do its job.

What is the Aircraft Observer?

He's a **Radar Officer**... employing an all seeing eye that penetrates where human sight fails.

He's an **Aircraft Performance Engineer Officer**... knowing everything there is to know about his plane... keeping it fit for the skies and ready for action.

He's a **Navigation Officer**... plotting his plane's course, with an entire crew depending on him for a safe flight.

He's a **Bombardment Officer**... in full control of the plane over the target area... the Air Force Officer who "lowers the boom" on the enemy.

What the Aircraft Observer gets

He earns over \$5,000 a year. His silver Aircraft Observer wings give him prestige and distinction, and he wears the bars of an Air Force Lieutenant. They mark him as the *eyes, ears, and brains of America's Number One flying team.*

What it takes to be an Aircraft Observer

The Aircraft Observer must be sound of limb, keen of mind, and above all, must have the determination to be the *best.*

To qualify as an Aircraft Observer you must be single, between 19 and 26½ years old, and a high school graduate. If you are eligible, you, too, can be one of the best...as an Air Force Aircraft Observer.



WHERE TO GET MORE DETAILS:

Contact your nearest Aviation Cadet Selection Team,
or Air Force Recruiting Officer.

Or write to: Aviation Cadet Headquarters,
U. S. Air Force, Washington 25, D. C.

UNIT - 5 - YOUR CAREER

I. GENERAL OBJECTIVES:

1. To develop ability to think and to organize ideas.
2. To possess an habitual vision of greatness.
3. To gain power in the expression of thought through speaking and writing.

II. SPECIFIC OBJECTIVES:

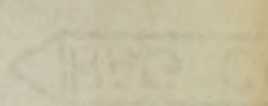
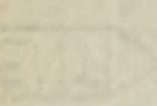
1. To follow directions by filling in blanks.
2. To read for the purpose of answering questions.
3. To make an outline for speech on a job which interests the student.
4. To give the speech on a job, following an outline with special emphasis on enunciation.
5. To organize an outline to use for an interview.
6. To report on an interview obtained outside of class by means of notes.
7. To write a letter of application for job.
8. To write a letter asking for a recommendation for a job.
9. To write a "thank your" letter to the person whom student interviewed.
10. To dramatize an article by acting out parts in class.

III. STUDENT ACTIVITIES:

1. Read: pp. 4-YC - 5-YC "Personality Pays."
Fill in Personality Rating Chart.
2. Read: P. 6-YC "Talent Scout."
Fill in "My Interest Inventory" pp. 7-YC - 8-YC.
Fill in "What's The Score?" P. 8-YC.

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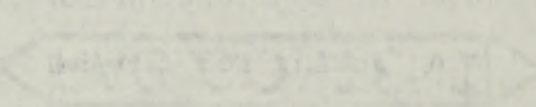


BOND

ELLICIE

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A. S. H. B. CO.



ELLICIE BOND

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3. Read: "Job Hunt" pp. 9-YC 10-YC.
4. Following a definite outline give speech on a job.
5. Read: pp. 11-YC - 12-YC "You, Inc."
Fill in "Personal Data Guide Sheet" P. 12-YC.
6. Read: pp. 13-15-YC "Dear Sir:"
7. Write a Letter of Application, applying for a job advertized on P. 13-YC.
8. Prepare an outline for an interview.
9. Interview someone who does the type of work in which you are interested.
10. Write a letter asking for a recommendation of character.
11. Write a letter thanking the person who granted you the interview.
Address an envelope for this letter which is to be mailed.
12. Read: P. 16-YC "Apply Here!"
Fill in one of the application blanks pp. 17-19-YC.
13. P. 20 Answer the questions to "Can You Take It?"
14. P. 21 Study the cartoons under "How to Sell Yourself to an Employer."
15. pp. 22-23-YC Act out the play "Here's to Success!"

IV. SOURCES OF MATERIAL TO BE CONSULTED BY STUDENTS:

TEXT: Practical English, February 24, 1954, Vol. 16,
No. 4, A Scholastic Magazine, pp. 1-23-YC.

V. TIME: 12 days including the evaluation.

3. Read: "Job Hunt" pp. 8-YC 10-YC.
4. Following a definite outline give speech on a job.
5. Read: pp. 11-YC - 12-YC "You, Inc."
6. Fill in "Personal Data Guide Sheet" p. 12-YC.
7. Read: pp. 13-14-YC "Dear Sirs"
8. Write a letter of application, applying for a job advertised on p. 13-YC.
9. Prepare an outline for an interview.
10. Interview someone who does the type of work in which you are interested.
11. Write a letter asking for a recommendation of character.
12. Write a letter thanking the person who granted you the interview.
13. Address an envelope for this letter which is to be mailed.
14. Read: p. 15-YC "Apply Here!"
15. Fill in one of the application blanks pp. 15-16-YC.
16. Answer the questions to "Can You Take It?"
17. Study the cartoons under "How to Sell Yourself to an Employer."
18. Act out the play "Here's to Success!"

IV. SOURCES OF MATERIAL TO BE CONSULTED BY STUDENTS:
TEXT: Practical English, Webster's 2d, 1934, Vol. 10,
No. 1, A Scholastic Magazine, pp. 1-23-YC.

V. TIME: 18 days including the evaluation.

LESSON PLANS FOR YOUR CAREER

LESSON I

TIME: 45 minutes.

PURPOSE: To follow directions by means of filling in blanks of "P.Q. Rating Chart."

- ACTIVITIES:
1. Teacher reads "Green Light Ahead!" P. 3-YC of Practical English as a means of introducing the unit on careers.
 2. Have students read silently the material on P. 4-YC, "Making the Grade" to find out how they would rate 10 different people on the "P.Q. (Personality Quotient) Rating Chart" P. 5-YC.
 3. Next, have students rate themselves by filling in the rating sheet. Put material in English notebook as a beginning for a section on careers.

ASSIGNMENT: Read "Talent Scout" P. 6-YC in Practical English, taking particular note of the program for finding a career which should make you happy and successful. Then fill in "My Interest Inventory" P. 7-YC.

LESSON PLANS FOR YOUR CAREER

LESSON I

TIME: 45 minutes.

PURPOSE: To follow discussion by means of filling in blanks of "P.O. Rating Chart."

ACTIVITIES: 1. Teacher reads "Good Night, Albert!"
P. 3-YC of Practical English as a means of introducing the unit on careers.

2. Have students read silently the material on P. 4-YC, "Rating the Grade" to find out how they would rate 10 different people on the "P.O. (Personality) Rating Chart."
P. 3-YC.

3. Next, have students rate themselves by filling in the Rating sheet. Put material in English notebook as a beginning for a section on careers.

ASSIGNMENT: Read "Talent Scout" P. 6-YC in Practical English.
Taking particular note of the program for finding a career which should make you happy and successful. Then fill in "My Interest Inventory"
P. 7-YC.

YOUR CAREER

LESSON II

TIME: 45 minutes.

PURPOSE: To follow directions by filling in blanks in "What's The Score?"

- ACTIVITIES:
1. Discuss the article, "Talent Scout," emphasizing the three steps you should take in planning your career, and the five steps you should include in your program for finding a successful career.
 2. Have the students follow the directions under "What's The Score?" P. 8-YC, which is a summary of the interest inventory. Students can now compare the results of this inventory with the results of a recent B.U. Interest and Aptitude test.
 3. Next, have students write in their notebooks a plan for improving themselves.

ASSIGNMENT: Read "Job Hunt" pp. 9-YC - 10-YC.

1. Take a 3"x5" card and on this put the outline for a job-prospect.
2. Know the purpose of the job-prospect cards.
3. Study the system for looking for a job.

YOUR CAREER

LESSON II

TIME: 45 minutes

PURPOSE: To follow directions by filling in blanks in "What's The Score?"

- ACTIVITIES:
1. Discuss the article, "Talent Score," emphasizing the three steps you should take in planning your career, and the five steps you should include in your program for finding a successful career.
 2. Have the students follow the directions under "What's The Score?" P. 8-YC, which is a summary of the interest inventory. Students can now compare the results of this inventory with the results of a recent B.U. Interest and Aptitude test.
 3. Next, have students write in their notebooks a plan for improving themselves.

ASSIGNMENT: Read "Job Hunt" pp. 9-YC - 10-YC.

1. Take a 3"x5" card and on this put the outline for a job-prospect.
2. Know the purpose of the job-prospect cards.
3. Study the system for looking for a job.

YOUR CAREER

LESSON III

TIME: 45 minutes.

PURPOSE: To read for the purpose of answering questions.

- ACTIVITIES: 1. Discuss the article, "Job Hunt," using the following questions:
1. What should you do to find a beginning job which will lead to a happy career?
 2. What is the purpose of a job-prospect card? How do you use these cards?
 3. What system would you follow to find the job that is right for you?
 4. How can the school's vocational adviser help you?
 5. How can you get information on "inside" facts pertaining to the job which you have in mind?
2. Allow students to begin their assignments under your supervision.

ASSIGNMENT: Read "You, Inc." pp. 11-YC - 12-YC.

1. Find out what the "Personal Data Guide Sheet" is and how you should use it.
2. Fill in the "Personal Data Guide Sheet" on P. 12-YC.

YOUR CAREER

LESSON III

TIME: 45 minutes.

PURPOSE: To read for the purpose of answering questions.

ACTIVITIES: 1. Discuss the article, "Job Hunt," using the

following questions:

1. What should you do to find a beginning job which will lead to a happy career?

2. What is the purpose of a job-prospect card? How do you use these cards?

3. What system would you follow to find the job that is right for you?

4. How can the school's vocational adviser help you?

5. How can you get information on "inside" facts pertaining to the job which you have in mind?

6. Allow students to begin their assignments under your supervision.

ASSIGNMENT: Read "You, Inc." pp. 11-15 - 15-16.

1. Find out what the "Personal Data Guide Sheet" is and how you should use it.

2. Fill in the "Personal Data Guide Sheet" on p. 16-17.

YOUR CAREER

LESSON IV

TIME: 45 minutes.

PURPOSE: To make an outline for a speech on a job which interest students.

ACTIVITIES: Discuss "You, Inc." pp. 11-YC - 12-YC.

1. What two steps will you follow in landing a summer job?
2. What is a "Personal Data Guide Sheet"?
3. How should you use it?
4. If you were applying for a job as a truck driver, what skills should you include on your sheet?
5. Explain the assignment and work out an outline which they can follow for their oral talks on jobs.

ASSIGNMENT: Tell your classmates about a job that you think is interesting. It may be the job of a friend or relative--a mechanic, a football coach, a baseball umpire, a clerk, a newspaper reporter, an F.B.I. agent, a forest ranger, a sandhog, etc. Your talk should cover three main points:

- I. What the job is
- II. What advantages and disadvantages it has
- III. What you think about it as a possible vocation

Try to think of a good beginning sentence, one that will make your classmates want to hear the rest of your talk. A special closing sentence is not needed; simply end with the statement of your opinion.

Practice your talk at least once before coming to class, to make sure that you will know exactly how to present the details if you are called on to give your talk. When others are giving their reports, pay them the same courteous attention that you would expect if you were the speaker.

YOUR CAREER

LESSON IV

TIME: 45 minutes.

PURPOSE: To make an outline for a speech on a job which interests students.

ACTIVITIES: Discuss "You, Inc." pp. 11-12 - 13-14.

1. What two steps will you follow in finding a summer job?

2. What is a "Personal Data Guide Sheet"?

3. How should you use it?

4. If you were applying for a job as a truck driver, what skills should you include on your sheet?

5. Explain the assignment and work out an outline which lists ten topics for their oral talks on jobs.

ASSIGNMENT: Tell your classmates about a job that you think is interesting. It may be the job of a friend or relative--a mechanic, a football coach, a baseball umpire, a clerk, a newspaper reporter, an F.B.I. agent, a forest ranger, a sandwich, etc. Your talk should cover three main points:

- I. What the job is
- II. What advantages and disadvantages it has
- III. What you think about it as a possible vocation

Try to think of a good beginning sentence, one that will make your classmates want to hear the rest of your talk. A special closing sentence is not needed; simply end with the statement of your opinion.

Practice your talk at least once before coming to class. To make sure that you will know exactly how to present the details if you are called on to give your talk. When others are giving their reports, pay them the same courteous attention that you would expect if you were the speaker.

YOUR CAREER

LESSON V

TIME: 45 minutes.

PURPOSE: To give a speech on a job following an outline and to give practice in enunciation.

ACTIVITIES: 1. Write the following on the board:

ASSIGNMENT: Read and discuss the material on "Blind Appointments" in the text. Answer the following questions: 1. What are the five steps that should be followed in making an application?

- Waddyu do Sad-dy?
 Zz-thur any dzert lef?
 Ahm go unt store n' mint.
 'J' ever see Bill en more?
 Ah saw uh gran show yesdy.
 Wurzzu meetin' gonna be?
 Wulluf taint muh ole fren, Jack!
 Mavva piece uh yeh papeh?
 K'mon over 'n' les go t' the bowlin' alley.
2. Have students read them carefully, then have students read them rapidly.
 3. Have you ever heard anyone talk in this manner? Can you think of other examples of slovenly speech?
 4. We have been talking about ways in which you can obtain a summer job. Suppose you went into an employment office and said: "D'yahav any summa-jobs?" What kind of impression would you make?
 5. While you are giving your speeches today, keep in mind that you are telling us about a job which interests you. One way to obtain our interest in you as a speaker is for you to be careful in your enunciation.
 6. Have students give speeches on jobs which interest them.
 7. Have other students who are listening take notes in their notebooks, following this outline:
 1. Name of speaker
 2. Type of job
 3. Advantages

YOUR CAREER

LESSON V

TIME: 45 minutes.

PURPOSE: To give a speech on a job following an outline and to give practice in enunciation.

ACTIVITIES: 1. Write the following on the board:

Waddya do Sad-dy?
 Is-thur any desert left?
 Ahm go out store n' mint.
 'I' ever see Bill en more?
 Ah saw uh gram show yeady.
 Whurzu meetin' gonna be?
 Whilut taint nuth ole fren, Jack!
 Mavve piece uh yeh paper?
 K'mon over 'n' let go t' the bowling' alley.

2. Have students read them carefully, then have students read them rapidly.

3. Have you ever heard anyone talk in this manner? Can you think of other examples of slovenly speech?

4. We have been talking about ways in which you can obtain a summer job. Suppose you went into an employment office and said: "D'yahav any summer-jobs?" What kind of impression would you make?

5. While you are giving your speeches today, keep in mind that you are telling us about a job which interests you. One way to obtain our interest in you as a speaker is for you to be careful in your enunciation.

6. Have students give speeches on jobs which interest them.

7. Have other students who are listening take notes in their notebooks, following this outline:

1. Name of speaker
2. Type of job
3. Advantages

4. Disadvantages
5. Place an asterisk beside of jobs which might interest you in the future
6. How would you rate the speaker's enunciation - good, fair, or poor?

8. It makes the class more interesting for the students if, after each speaker finishes, time is allotted for their answering of the questions in their notebooks, and for student-questioning of the material given.

ASSIGNMENT: Read "Dear Sir:" through the material on "Blind Application," pp. 13-YC --14-YC. Answer the following question: What are the five steps that should be included in a letter of application?

3. This letter should be written in pencil first, then typed or written in ink. Provide plain white paper for the final copy.

ASSIGNMENT: Finish the letter of application.

- 4. Disadvantages
- 5. Effect on speaker's attitude of jobs which might interest you in the future
- 6. How would you rate the speaker's conclusion - good, fair, or poor?

8. It makes the class more interesting for the students if, after each speaker finishes, time is allowed for their answering of the questions in their notebooks, and for student-questioning of the material given.

ASSIGNMENT: Read "Dear Sir:" through the material on "Blind Application," pp. 13-YC--14-YC. Answer the following questions: What are the five steps that should be included in a letter of application?

YOUR CAREER

LESSON VI

TIME: 45 minutes.

PURPOSE: To write a letter of application.

- ACTIVITIES:
1. Discuss the five suggested steps on pp. 13-YC -- 14-YC in Practical English for writing a letter of application. As you discuss each of these steps, have someone write it on the board.
 2. Following these steps write a letter of application, answering the help-wanted ad on P. 13-YC. You should also discuss the advertisement with them to insure their understanding it thoroughly.
 3. This letter should be written in pencil first, then typed or written in ink. Provide plain white paper for the final copy.

ASSIGNMENT: Finish the letter of application.

YOUR CAREER

LESSON VI

TIME: 45 minutes.

PURPOSE: To write a letter of application.

- ACTIVITIES: 1. Discuss the five suggested steps on pp. 13-16 -- 14-16 in Practical English for writing a letter of application. As you discuss each of these steps, have someone write it on the board.
2. Following these steps write a letter of application, answering the help-wanted ad on p. 13-16. You should also discuss the advertisement with them to insure their understanding is thoroughly.
3. This letter should be written in pencil first, then typed or written in ink. Provide plain white paper for the final copy.

ASSIGNMENT: Finish the letter of application.

YOUR CAREER

LESSON VII

TIME: 45 minutes.

PURPOSE: To write a letter asking for recommendation.

- ACTIVITIES:
1. Read silently "Asking for Recommendation" pp. 14-YC -- 15-YC to find four main steps for writing this type of letter.
 2. Discuss these four steps for the purpose of writing a letter.
 3. Following these steps have students write a letter asking for recommendation.
 4. While they are working on their letters, it is possible for teacher to give individual instruction.

ASSIGNMENT: Finish letter, making sure that you have a neat copy with no spelling errors. Using the inside address, make a sample copy of an envelope which can be used for this letter.

1. When the last question has been answered, courteously thank him, expressing your appreciation for his time and his help. Then say good-by and leave promptly.

II. Have students prepare questions which they can use for the interview.

ASSIGNMENT: Interview a person who does the type of work in which you are interested.

YOUR CAREER

LESSON VII

TIME: 45 minutes.

PURPOSE: To write a letter asking for recommendation.

ACTIVITIES: 1. Read silently "Asking for Recommendation" pp. 14-16 to find four main steps for writing this type of letter.

2. Discuss these four steps for the purpose of writing a letter.

3. Following these steps have students write a letter asking for recommendation.

4. While they are working on their letters, it is possible for teacher to give individual instruction.

ASSIGNMENT: Finish letter, making sure that you have a neat copy with no spelling errors. Using the inside address, make a sample copy of an envelope which can be used for this letter.

YOUR CAREER

LESSON VIII

TIME: 45 minutes.

PURPOSE: To organize an outline for the interview.

- ACTIVITIES: I. Choose someone-friend, relative, or neighbor-who is working in a job which you consider interesting. Follow this plan:
1. Begin by introducing yourself and explaining the purpose of the interview and why you think he can help you.
 2. Before you go to the interview you should have several carefully organized questions to ask concerning the job. It is at this point that you may ask your questions. Listen attentively to the answers, and take notes on important points as they are explained.
 3. Be careful not to interrupt or argue with the person whom you are interviewing but feel free to ask him to explain in detail any point which you do not understand.
 4. When the last question has been answered, courteously thank him, expressing your appreciation for his time and his help. Then say good-by and leave promptly.

- II. Have students prepare questions which they can use for the interview.

ASSIGNMENT: Interview a person who does the type of work in which you are interested.

YOUR CAREER

LESSON VIII

TIME: 45 minutes.

PURPOSE: To organize an outline for the interview.

ACTIVITIES: I. Choose someone—friend, relative, or neighbor—who is working in a job which you consider interesting. Follow this plan:

1. Begin by introducing yourself and explaining the purpose of the interview and why you think he can help you.

2. Before you go to the interview you should have several carefully organized questions to ask concerning the job. It is at this point that you may ask your questions. Listen attentively to the answers, and take notes on important points as they are explained.

3. Be careful not to interrupt or argue with the person whom you are interviewing but feel free to ask him to explain in detail any point which you do not understand.

4. When the last question has been answered, courteously thank him, expressing your appreciation for his time and his help. Then say good-by and leave promptly.

II. Have students prepare questions which they can use for the interview.

ASSIGNMENT: Interview a person who does the type of work in which you are interested.

YOUR CAREER

LESSON IX

TIME: 45 minutes.

PURPOSE: To write a "Thank You" letter to the person whom you have interviewed.

- ACTIVITIES:
1. Have an informal discussion on the material obtained during the interviews.
 2. Assign paragraphs and read orally the material on P. 15-YC.
 3. Discuss the "Thank You" letter.
 4. Have students write a "Thank You" letter to the person they interviewed thanking him for his time and information.

ASSIGNMENT: Finish writing the "Thank You" letter. Bring to class a stamp which you can use for mailing your letter.

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YOUR CAREER

LESSON IX

TIME: 45 minutes.

PURPOSE: To write a "Thank You" letter to the person whom you have interviewed.

ACTIVITIES: 1. Have an informal discussion on the material obtained during the interview.

2. Assign paragraphs and read orally the material on 1. 13-15.

3. Discuss the "Thank You" letter.

4. Have students write a "Thank You" letter to the person they interviewed thanking him for his time and information.

ASSIGNMENT: Finish writing the "Thank You" letter. Bring to class a stamp which you can use for mailing your letter.

YOUR CAREER

LESSON X

TIME: 45 minutes.

PURPOSE: To follow directions by filling in application blanks for job.

- ACTIVITIES:
1. Address an envelope for the "Thank You" letter. Fold the letter and prepare it for mailing.
 2. Follow directions given on P. 16-YC and fill out one of the application form on pp. 17-YC -- 19-YC.
 3. Answer questions under "Can You Take It?" P. 20-YC.

- ASSIGNMENT:
1. Finish "Can You Take It?" P. 20-YC.
 2. Study sketches on "How To Sell Yourself to an Employer" P. 21-YC.

YOUR CAREER

LESSON X

TIME: 45 minutes.

PURPOSE: To follow directions by filling in application blanks for job.

ACTIVITIES: 1. Address an envelope for the "Thank You" letter. Fold the letter and prepare it for mailing.

2. Follow directions given on p. 16-YC and fill out one of the application form on pp. 17-YC -- 18-YC.

3. Answer questions under "Can You Take It?" p. 20-YC.

ASSIGNMENT: 1. Finish "Can You Take It?" p. 20-YC.

2. Study sketches on "How To Sell Yourself to an Employer" p. 21-YC.

YOUR CAREER

LESSON XI

TIME: 45 minutes.

PURPOSE: To dramatize a play by acting out parts to "Here's To Success!"

ACTIVITIES: 1. Choose parts for "Here's to Success!" pp. 22-YC - pp. 23-YC. Give students time to look over parts.

2. Dramatize article.

3. Spend remaining part of time discussing main parts of unit.

ASSIGNMENT: When you come to class, be prepared to write a business letter to me, telling me in detail what you liked and what you disliked about this unit.

YOUR CAREER

LESSON XI

TIME: 45 minutes.

PURPOSE: To dramatize a play by acting out parts to "Here's to Success!"

ACTIVITIES: 1. Choose parts for "Here's to Success!" pp. 22-23.
pp. 22-23. Give students time to look over parts.

2. Dramatize article.

3. Spend remaining part of time discussing main parts of unit.

ASSIGNMENT: When you come to class, be prepared to write a business letter to me, telling me in detail what you liked and what you disliked about this unit.

EVALUATION OF UNIT

LESSON XII

TIME: 45 minutes.

PURPOSE: To evaluate the unit.

ACTIVITIES: Write a business letter in which you tell me in detail what you liked and what you disliked about this unit.

II. SPECIFIC OBJECTIVES:

1. To organize a speech by means of an outline and notes on telling how something looks.
2. To develop vocabulary by means of words in *Straw Town*.
3. To develop ability to discuss through directed questions based upon the novel.
4. To read for the purpose of choosing specific questions taken from the novel.
5. To organize a written paragraph based upon subject matter in the novel.
6. To develop ability to discuss a novel, supplementary to the book taken up in class, by means of a unit period with the president presiding.

III. STUDENT ACTIVITIES:

1. Organize a speech on "How Something Looks" by means of an outline and notes.
2. Give speech on "How Something Looks."

EVALUATION OF UNIT

LESSON XII

TIME: 45 minutes.

PURPOSE: To evaluate the unit.

ACTIVITIES: Write a business letter in which you tell me in detail what you liked and what you disliked about this unit.

UNIT - 6 - UNDERSTANDING ENVIRONMENT'S CONTROL OVER MAN
THROUGH A STUDY OF THE NOVEL, ETHAN FROME

I. GENERAL OBJECTIVES:

1. To develop ability to think and to organize ideas.
2. To gain power in the expression of thought through speaking and writing.
3. To gain power in the reception of thought through reading and listening.
4. To become familiar with significant literature.
5. To increase understanding of social behavior.
6. To acquire ideals for successful living.

II. SPECIFIC OBJECTIVES:

1. To organize a speech by means of an outline and notes on telling how something looks.
2. To develop vocabulary by means of words in Ethan Frome.
3. To develop ability to discuss through directed questions based upon the novel.
4. To read for the purpose of answering specific questions taken from the novel.
5. To organize a written paragraph based upon subject matter in the novel.
6. To develop ability to discuss a novel, supplementary to the book taken up in class, by means of a club period with the president presiding.

III. STUDENT ACTIVITIES:

1. Organize a speech on "How Something Looks" by means of an outline and notes.
2. Give speech on "How Something Looks."

UNIT - 6 - UNDERSTANDING ENVIRONMENT'S CONTROL OVER MAN

THROUGH A STUDY OF THE NOVEL, ETHAN FROME

I. GENERAL OBJECTIVES:

1. To develop ability to think and to organize ideas.
2. To gain power in the expression of thought through speaking and writing.
3. To gain power in the reception of thought through reading and listening.
4. To become familiar with significant literature.
5. To increase understanding of social behavior.
6. To acquire ideals for successful living.

II. SPECIFIC OBJECTIVES:

1. To organize a speech by means of an outline and notes on telling how something looks.
2. To develop vocabulary by means of words in Ethan Frome.
3. To develop ability to discuss through directed questions based upon the novel.
4. To read for the purpose of answering specific questions taken from the novel.
5. To organize a written paragraph based upon subject matter in the novel.
6. To develop ability to discuss a novel, supplementary to the book taken up in class, by means of a club period with the president presiding.

III. STUDENT ACTIVITIES:

1. Organize a speech on "How something looks" by means of an outline and notes.
2. Give speech on "How something looks."

3. Read the novel, Ethan Frome by Edith Wharton for the purpose of answering specific questions.
4. Learn vocabulary words that are based upon the material in Ethan Frome.
5. Organize and write a paragraph in which you describe one of the characters in Ethan Frome.

IV. SOURCES OF MATERIAL TO BE CONSULTED BY STUDENTS:

TEXT: Ethan FromeEdith Wharton

SUPPLEMENTARY BOOKS:

Berkowitz, Henry. The Fire Eater
 Conrad, Joseph. Lord Jim
 Crane, Stephen. The Red Badge of Courage
 Dumas, Alexandre. The Count of Monte Cristo
 Gaither, Frances. The Red Cock Crows
 Gollomb, Joseph. Up At City High
 Hutchinson, A. S. M. The Happy Warrior
 Johnson, Owen. The Tennessee Shad
 The Varmint
 London, Jack. Burning Delight
 Nordhoff and Hall. Mutiny on the Bounty
 Norris, Charles. Bricks without Straw
 Smither, Wessel. F. O. B. Detroit
 Snaith, J. C. The Sailor
 Steinbeck, John. The Long Valley
 Stuart, Jesse. Taps for Private Tussie
 Hie to the Hunter
 Yeager, Dorr G. Bob Flame, Ranger

TIME: 13 days including the evaluation.

3. Read the novel, Edith Wharton by Edith Wharton for the purpose of answering specific questions.
4. Learn vocabulary words that are based upon the material in Edith Wharton.
5. Organize and write a paragraph in which you describe one of the characters in Edith Wharton.

IV. SOURCES OF MATERIAL TO BE CONSULTED BY STUDENTS:

TEXT: Edith Wharton Edith Wharton

SUPPLEMENTARY BOOKS:

Benbowitz, Henry. The Five Years
Conrad, Joseph. Lord Jim
Crane, Stephen. The Red Badge of Courage
Dumas, Alexandre. The Count of Monte Cristo
Gallagher, Frances. The Red Book of the
Gallagher, Joseph. Up at City High
Hammond, A. S. M. The Happy Warrior
Johnson, Owen. The Tennesseeans
The Vindicator
London, Jack. Walden
Hornholt and Hall. Writing on the Board
Morris, Charles. Bricks without Straw
Salter, Russell. V. O. S. Detroit
Smith, J. C. The Sailor
Steinbeck, John. The Lone Valley
Stuart, James. Tag for Private Treble
Wheeler, James. Wheeler
Yeager, Don G. Bob Fosse, Bachelor

TIME: 15 days including the evaluation.

LESSON PLANS FOR
ENVIRONMENT'S CONTROL OVER MAN

LESSON I

TIME: 45 minutes.

PURPOSE: To organize a speech on "How Something Looks" by means of an outline and notes.

ACTIVITIES: I. Teacher's introduction:

With words alone you can help others form an accurate mental picture of something they may never have seen or noticed. In giving a talk about how something looks, the details you use are important. The more of them that you can base on personal observation, the more accurate the picture is likely to be. For this reason, the best subjects for such a talk are usually places and things that are close at hand and familiar to you. You might enjoy telling something connected with your school- the gymnasium, the shop, a dance. You might also tell about something at home-your father's workshop or something that you have made. Another subject might be the community-a favorite eating place, movie, airport, or favorite.

II. Student's directions:

1. Choose a subject with which you are very familiar.
2. Decide what the point of view will be for your talk. Will you give details that can be seen from one place or from several places?
3. Make a list of all the details you might use in your talk.
4. Look at your finished list. If there are superfluous details, cross them out.
5. Arrange your details in space order. In

LESSON 1

ANALYSIS OF THE DOCUMENT

LESSON 1

Time: 15 minutes.

1. Read the document and answer the questions.

2. Write the answers.

The document is a letter from a friend who has just returned from a trip to the mountains. He describes the beautiful scenery and the fresh air. He also mentions that he has seen some interesting animals and plants. He is very happy and wants to share his experiences with you. He asks you to write back and tell him how you are getting on.

Choose a subject and write a letter to your friend.

1. Write the name of the subject.

2. Write the date.

3. Write the address.

4. Write the signature.

telling about a basement workshop, you might start with the power tools at the left; describe the workbench in the center; and end with the paint shelves at the right.

6. After you have decided how you will arrange the details for your talk, put a figure 1. in front of the detail you will give first. Then number the rest of the details in the order in which you will give them.
7. In your opening sentence you will want to mention what it is you are going to talk about.
8. For your concluding sentence you may use a sentence to recall your opening sentence.

III. Help students to prepare notes for talking.

1. Write opening sentence on card.
2. Write important ideas, keeping them in order.
3. Underline words that show your point of view so that you will remember to warn your audience of each change in it.
4. Keep your concluding sentence short, and try to have it sum up what you have said about the subject.

ASSIGNMENT: Practice your talk once or twice before coming to class.

...telling about a business world, you
might want to use some of the
left; describe the work done in the
and with the point above to the right.

6. After you have decided how you will arrange
the details for your talk, put a figure in
in front of the detail you will give first.
Then number the rest of the details in the
order in which you will give them.

7. In your opening sentence you will want to
mention what it is you are going to talk
about.

8. For your concluding sentence you may use a
sentence to recall your opening sentence.

III. Help students to prepare notes for talking.

1. Write opening sentence on card.

2. Write important ideas, keeping them in
order.

3. Underline words that show your point of
view so that you will remember to write your
sentence of each change in it.

4. Keep your concluding sentence short, and try
to have it sum up what you have said about
the subject.

ASSIGNMENT: Practice your talk once or twice before coming to
class.

ENVIRONMENT'S CONTROL OVER MAN

LESSON II

TIME: 45 minutes.

PURPOSE: To tell how something looks.

- ACTIVITIES:
1. When you are called upon to give your talk, stand firmly on both feet, but do not remain reigidly at attention. Turning your body slowly from side to side, so that you face different sections of your audience, will make you more relaxed. You may use your notes, but try to keep your head up as you are talking.
 2. Have students give their speeches, telling how something looks.
 3. Have students who are listening, write the name of the speaker, his topic, and the answer to this question: How did the speaker make his description seem real to you? If he did not, tell why the speaker was not successful in presenting a clear picture for you.

ASSIGNMENT: People are often influenced more than they realize by their environment. In the novel, Ethan Frome, you are going to read about three people and the effect that New England had upon them. Read the introduction and answer this question: Describe the setting (time, town, weather) in which the action of this story occurs.

ASSIGNMENT: Read Chapter I to find out how Ethan had met Nettie Silver.

ENVIRONMENT'S CONTROL OVER MAN

LESSON 11

TIME: 45 minutes.

PURPOSE: To tell how something looks.

ACTIVITIES:

1. When you are called upon to give your talk, stand firmly on both feet, but do not remain rigidly at attention. Turning your body slightly from side to side, so that you face different sections of your audience, will make you more relaxed. You may use your notes, but try to keep your head up as you are talking.
2. Have students give their speeches, telling how something looks.
3. Have students who are listening, write the name of the speaker, his topic, and the answer to this question: How did the speaker make his description seem real to you? If he did not, tell why the speaker was not successful in his setting a clear picture for you.

ASSIGNMENT:

People are often influenced more than they realize by their environment. In the novel, Emma (Franklin), you are going to read about three people and the effect that New England had upon them. Read the introduction and answer this question: Describe the setting (time, town, weather) in which the action of this story occurs.

ENVIRONMENT'S CONTROL OVER MAN

LESSON III

TIME: 45 minutes.

PURPOSE: To learn vocabulary words that are used in Ethan Frome.

ACTIVITIES: Discuss these questions which are based upon the introduction to Ethan Frome.

1. How would you like to live in Starkfield, Massachusetts? Why? Why not?
2. What did you learn about Ethan?
3. What kind of wife did he have?
4. How did the author get acquainted with Ethan?
5. What device does the author use to get you to read further in the book?
6. Vocabulary Study:

anecdote
mien
taciturnity
sardonically
inference

Following methods previously stated on P. 26, discuss vocabulary words.

7. When you find other words whose meanings you do not know, write words and meanings in your notebook.

ASSIGNMENT: Read Chapter I to find out how Ethan had met Mattie Silver.

ENVIRONMENT: A CONTROL OVER MAN

LESSON III

TIME: 45 minutes.

PURPOSE: To learn vocabulary words that are used in Edham from.

ACTIVITIES: Discuss these questions which are based upon the Introduction to Edham from.

1. How would you like to live in Starkfield, Massachusetts? Why? Why not?
2. What did you learn about Edham?
3. What kind of wife did he have?
4. How did the author get acquainted with Edham?
5. What device does the author use to get you to read further in the book?
6. Vocabulary Study:

anecdote
with
facility
anecdotal
influence

Following methods previously stated on p. 86, discuss vocabulary words.

7. When you find other words whose meanings you do not know, write words and meanings in your notebook.

ASSIGNMENT: Read Chapter I to find out how Edham had met Mattie Silver.

ENVIRONMENT'S CONTROL OVER MAN

LESSON IV

TIME: 45 minutes.

PURPOSE: To read for the purpose of answering questions.

- ACTIVITIES:
1. Review vocabulary words that were discussed in previous lesson.
 2. What do we learn about Ethan's education?
 3. Does it seem odd to you for Ethan to wait outside of the church for the dance to finish?
 4. What was Ethan's attitude towards the dance?
 5. Why had Mattie come to the Frome's?
 6. How had Ethan changed since Mattie's appearance in his household?
 7. Do you notice any sign of Zeena's disliking Mattie?
 8. Have students close their books and listen while teacher reads the beginning of Chapter II.

ASSIGNMENT: Finish reading Chapter II and Chapter III.
Look for these things:

1. What event interrupted Ethan's and Mattie's happiness?
2. What prompted Zeena to leave home for a few days? Although it is not mentioned, can you think of another reason for her going.

ENVIRONMENT'S COMPLEX OVERVIEW

LESSON IV

TIME: 45 minutes.

PURPOSE: To read for the purpose of answering questions.

ACTIVITIES: I. Review vocabulary words that were discussed in previous lesson.

2. What do we learn about Ethan's education?

3. Does it seem odd to you for Ethan to wait outside of the church for the dance to finish?

4. What was Ethan's attitude towards the dance?

5. Why had Mattie come to the dance?

6. How had Ethan changed since Mattie's appearance in his household?

7. Do you notice any sign of Keena's disliking Mattie?

8. Have students close their books and listen while teacher reads the beginning of Chapter II.

ASSIGNMENT: Finish reading Chapter II and Chapter III. Look for these things:

1. What event interrupted Ethan's and Mattie's happiness?

2. What prompted Keena to leave home for a few days? Although it is not mentioned, can you think of another reason for her going.

ENVIRONMENT'S CONTROL OVER MAN

LESSON V

TIME: 45 minutes.

PURPOSE: To organize a written paragraph.

ACTIVITIES: Discuss the following questions based upon the previous reading:

1. What reference is made to the big elm at the bottom of the hill?
2. What evidence have we that Ethan is jealous of Denis Eady?
3. What message did the Frome grave-stones have for Ethan?
4. What event interrupted the happiness of Mattie and Ethan?
5. Why was Mattie so completely dependent upon the Fromes?
6. Why has Zeena decided to leave?
7. What was the lie that Ethan told his wife?
8. The other day we described orally what something looked like. Following the same procedure that we used for the oral, choose one of the characters from the story and write in one paragraph a clear description.

ASSIGNMENT: Finish paragraph. Be sure that you have a neatly written paper, using ink on white paper.

ENVIRONMENT'S CONTROL OVER MAN

LESSON V

TIME: 45 minutes.

PURPOSE: To organize a written paragraph.

ACTIVITIES: Discuss the following questions based upon the previous reading:

1. What reference is made to the big elm at the bottom of the hill?
2. What evidence have we that Ethan is jealous of Denis Eddy?
3. What message did the frome grave-stones have for Ethan?
4. What event interrupted the happiness of Mattie and Ethan?
5. Why was Mattie so completely dependent upon the frome?
6. Why has Zeena decided to leave?
7. What was the lie that Ethan told his wife?
8. The other day we described orally what something looked like. Following the same procedure that we used for the oral, choose one of the characters from the story and write in one paragraph a clear description.

ASSIGNMENT: Finish paragraph. Be sure that you have a neatly written paper, using ink on white paper.

ENVIRONMENT'S CONTROL OVER MAN

LESSON VI

TIME: 45 minutes.

PURPOSE: To read with the purpose of answering definite questions based upon the material read.

- ACTIVITIES:
1. Exchange paragraphs with the purpose of proof-reading for spelling and punctuation errors.
 2. Allow students who wish to read their papers aloud to the others, do so.
 3. Have students read silently Chapter IV of Ethan Frome to answer the following questions:
 - A. Explain the change in the atmosphere of the Frome household after Zeena had left.
 - B. Can you explain why Ethan had married Zeena?
 - C. What had prevented Ethan from getting further ahead in life?
 - D. How do we know that Ethan will be caught in the lie which he had told his wife?
 - E. What evidence do we have that Ethan had not been happy during the past seven years?
 - F. How do we know that Mattie was also taking pleasure in Zeena's absence?
 - G. What incident occurred to upset their complete happiness?

ASSIGNMENT: Read Chapter V of Ethan Frome to find Ethan's attitude towards Mattie.

ENVIRONMENT'S CONTROL OVER MAN

LESSON VI

TIME: 45 minutes.

PURPOSE: To read with the purpose of answering definite questions based upon the material read.

ACTIVITIES: 1. Exchange paragraphs with the purpose of proof-reading for spelling and punctuation errors.

2. Allow students who wish to read their papers aloud to the others, do so.

3. Have students read silently Chapter IV of Ethan Frome to answer the following questions:

- A. Explain the change in the atmosphere of the Frome household after Zeena had left.
- B. Can you explain why Ethan had married Zeena?
- C. What had prevented Ethan from getting further ahead in life?
- D. How do we know that Ethan will be caught in the lie which he had told his wife?
- E. What evidence do we have that Ethan had not been happy during the past seven years?
- F. How do we know that Mattie was also taking pleasure in Zeena's absence?
- G. What incident occurred to upset their complete happiness?

ASSIGNMENT: Read Chapter V of Ethan Frome to find Ethan's attitude towards Mattie.

ENVIRONMENT'S CONTROL OVER MAN

LESSON VII

TIME: 45 minutes.

PURPOSE: To read with the purpose of answering definite questions based upon the material read.

- ACTIVITIES: I. Discuss orally the following questions based upon the previous assignment:
1. What part will the breaking of the pickle dish play in the lives of these people?
 2. Do you think that it is possible to be completely happy? Give examples from your own experiences.
 3. Is this spell of happiness sometimes broken by something unpleasant?
 4. Can you give any reason to explain this?
- II. Allow students to start assignment in class.

ASSIGNMENT: Read Chapters VI and VII in Ethan Frome to answer these questions.

1. What part did fate play in Ethan's life?
2. What change had come over Zeena since her return?
3. What shocking news does Ethan learn?
4. Does it seem realistic to you that a broken dish can play such a significant role in the lives of these people?

ENVIROMENT'S CONTROL OVER MAN

LESSON VII

TIME: 45 minutes.

PURPOSE: To read with the purpose of answering definite questions based upon the material read.

ACTIVITIES: I. Discuss orally the following questions based upon the previous assignment:

1. What part will the breaking of the plastic dish play in the lives of these people?
 2. Do you think that it is possible to be completely happy? Give examples from your own experiences.
 3. Is this spell of happiness sometimes broken by something unpleasant?
 4. Can you give any reason to explain this?
- II. Allow students to start assignment in class.

ASSIGNMENT: Read Chapters VI and VII in Ethan Frome to answer these questions.

1. What part did fate play in Ethan's life?
2. What changes had come over Zeena since her return?
3. What shocking news does Ethan learn?
4. Does it seem realistic to you that a broken dish can play such a significant role in the lives of these people?

ENVIRONMENT'S CONTROL OVER MAN

LESSON VIII

TIME: 45 minutes.

PURPOSE: To increase vocabulary through the study of words in Ethan Frome.

ACTIVITIES: 1. Vocabulary Study

Valise
Incessant
Inexorable
Injunction
Reflective
Perception

Follow the same procedure for this study as discussed on P. 26.

2. Discuss these questions:

- A. When you have an unpleasant problem to face, how do you go about solving it?
- B. Do you have a particular haven where you can go to be alone, or do you go to a person for help?

3. Read Chapter VIII and find out how Ethan goes about solving his problems.

ASSIGNMENT: Read Chapter IX to find the climax of the story.

ENVIRONMENT'S CONTROL OVER MAN

LESSON VIII

TIME: 45 minutes.

PURPOSE: To increase vocabulary through the study of words in Lesson Frame.

ACTIVITIES: I. Vocabulary Study

- Verbalize
- Imaginate
- Imaginate
- Imaginate
- Imaginate
- Imaginate
- Imaginate
- Imaginate

Follow the same procedure for this study as discussed on p. 38.

2. Discuss these questions:

- A. When you have an unpleasant problem to face, how do you go about solving it?
- B. Do you have a particular haven where you can go to be alone, or do you go to a person for help?

3. Read Chapter VIII and find out how Ethan goes about solving his problems.

ASSIGNMENT: Read Chapter IX to find the climax of the story.

ENVIRONMENT'S CONTROL OVER MAN

LESSON IX

TIME: 45 minutes.

PURPOSE: To develop ability to discuss through directed questions based upon Ethan Frome.

- ACTIVITIES: I. Review vocabulary words by having students use them in sentences.
- II. Discuss these questions based upon Chapters VIII and IX.
1. What was Ethan's haven?
 2. How do we get the feeling that Ethan is completely trapped by his environment?
 3. If you had been in Zeena's place, what would you have done?
 4. What prompted Mattie and Ethan to go sliding?
 5. What surprising request does Mattie make of Ethan?
 6. What do you think of the climax?

ASSIGNMENT: Read the final chapter of Ethan Frome with the purpose of discussing the influence that environment has over man.

ENVIRONMENT'S CONTROL OVER MAN

LESSON IX

TIME: 45 minutes.

PURPOSE: To develop ability to discuss through directed questions based upon Ethan Frome.

ACTIVITIES: I. Review vocabulary words by having students use them in sentences.

II. Discuss these questions based upon Chapters VIII and IX.

1. What was Ethan's dream?
2. How do we get the feeling that Ethan is completely trapped by his environment?
3. If you had been in Ethan's place, what would you have done?
4. What prompted Mattie and Ethan to go with her?
5. What surprising request does Mattie make of Ethan?
6. What do you think of the climax?

ASSIGNMENT: Read the final chapter of Ethan Frome with the purpose of discussing the influence that environment has over man.

ENVIRONMENT'S CONTROL OVER MAN

LESSON X

TIME: 45 minutes.

PURPOSE: To review for a test by using a general question based upon the theme of the novel, Ethan Frome.

ACTIVITIES: Discuss the following:

1. How were each of these people-Ethan, Mattie, Zeena- affected by environment?
2. How are you affected by environment?
3. Which of the two women do you consider to be morally correct? Be sure to take into consideration the outcome of the plot.
4. Did you feel that the ending was realistic?
5. Review the vocabulary words by dividing the group into teams.

ASSIGNMENT: 1. Review all vocabulary words which were discussed in this study.

2. Review the book by studying the assignment questions in your notebook.

ENVIRONMENT'S CONTROL OVER MAN

LESSON XI

TIME: 45 minutes.

PURPOSE: To review for a test by using a general question based upon the drama of the novel, Scenes From.

ACTIVITIES: Discuss the following:

1. How were each of these people—Ethan, Mattie, Zerk—affected by environment?
 2. How are you affected by environment?
 3. Which of the two women do you consider to be morally correct? Be sure to take into consideration the outcome of the plot.
 4. Did you feel that the ending was realistic?
 5. Review the vocabulary words by dividing the group into teams.
- ASSIGNMENT:
1. Review all vocabulary words which were discussed in this study.
 2. Review the book by studying the assignment questions in your notebook.

TEST ON ETHAN FROME

LESSON XI

I. MATCH THE WORDS IN COLUMN A WITH THE MEANINGS IN COLUMN B.

A	B
1. Anecdote	A. Air
2. Mien	B. Bitterly scornful
3. Taciturnity	C. Continuing without interruption
4. Sardonic	D. Not to be persuaded by pleading
5. Inference	E. Lazy
6. Incessant	F. Thoughtful
7. Inexorable	G. A travelling bag
8. Reflective	H. Seldom speaking
9. Perception	I. A logical conclusion
10. Valise	J. Skill
	K. A short narrative
	L. Awareness of objects

II. CHOOSE THE RIGHT WORD OR PHRASE TO MAKE THE SENTENCE CORRECT.

1. The author of Ethan Frome is _____ (Esther Forbes; Edith Wharton).
2. The author makes use of the _____ (flashback; stream of consciousness) device.
3. The story takes place in _____ (Stockbridge; Starkfield) Massachusetts.
4. Ethan Frome is a _____ (farmer; storekeeper).
5. Ethan met Zeena at the time of _____ (her parents' death; his mother's sickness).
6. Two minor characters are _____ (Denis Eady; Mattie Silver; Jotham Powell).
7. (The breaking of the pickle dish; The losing of Mattie's ring) symbolized the turning point of Ethan's marriage.
8. Zeena is always sending for _____ (travel folders; patent medicines).

TEST ON ETHAN FROME

LESSON XI

I. MATCH THE WORDS IN COLUMN A WITH THE MEANINGS IN COLUMN B.

A	B
1. Anecdote	A. All
2. Mien	B. Bitterly scornful
3. Taciturnity	C. Continuing without interruption
4. Sardonic	D. Not to be persuaded by pleading
5. Inference	E. Lazy
6. Incessant	F. Thoughtful
7. Inexorable	G. A travelling bag
8. Reflexive	H. Seldom speaking
9. Perception	I. A logical conclusion
10. Valise	J. Skill
	K. A short narrative
	L. Awareness of objects

II. CHOOSE THE RIGHT WORD OR PHRASE TO MAKE THE SENTENCE CORRECT.

1. The author of Ethan Frome is _____ (Nathaniel Hawthorne; Edgar Allan Poe; Mark Twain).
2. The author makes use of the _____ (flashback; stream of consciousness) device.
3. The story takes place in _____ (Stockbridge; Stoddard; Massachusetts).
4. Ethan Frome is a _____ (farmer; storekeeper).
5. Ethan met Zeena at the time of _____ (her parents' death; his mother's sickness).
6. Two minor characters are _____ (Dennis Eady; Mattie Silver; Joshua Powell).
7. The breaking of the white dish; The losing of Mattie's ring symbolized the turning point of Ethan's marriage.
8. Zeena is always sending for _____ (travel folders; patent medicines).

9. The climax of the story occurs with _____ (Zeena's return; the coasting episode).
10. Of the two women, _____ (Zeena; Mattie) is the more morally uprighteous.

III. USING THE METHOD OF WRITING WHICH WE HAVE LEARNED, WRITE A PARAGRAPH IN WHICH YOU USE THE FOLLOWING MATERIAL AS YOUR FIRST SENTENCE:

The characters in Ethan Frome were all greatly affected by their environment.

3. With one of the students at the board work out a set of general questions which can be used as a basis for discussion. You may help them to think of questions by asking: If you wanted to know more about a certain book--for example, His to the Hyster,--what kind of questions would you ask?

4. After a sufficient number of questions have been written on the board, have the other students copy them into their notebooks.

5. Discuss with students the role of the discussion leader who will use those questions.

6. Discuss with the students their part in the discussion. Emphasize the fact that the purpose of such a discussion is to arrive at a better understanding of a subject by pooling ideas about it. The first step as a member of a discussion group is to think over the subject beforehand so that you can organize your own ideas. The second step is to share the floor. It means not only contributing the ideas, facts and opinions you have, but also being careful to let others express those they have.

ASSIGNMENT: Using the questions that you have in your notebook, prepare your contribution to the discussion on supplementary reading.

9. The climax of the story occurs with _____ (Scene's return; the concluding episode).

10. Of the two women, _____ (Scene's; Kately's) is the more morally upright.

11. USING THE METHOD OF WRITING WHICH WE HAVE LEARNED, WRITE A PARAGRAPH IN WHICH YOU USE THE FOLLOWING MATERIAL AS YOUR FIRST SENTENCE:

The characters in Edna's Home were all greatly affected by their environment.

LESSON XII

TIME: 45 minutes.

PURPOSE: To provide an experience for sharing ideas on a novel read outside of class.

- ACTIVITIES:
1. Return the tests on Ethan Frome and discuss any of the questions that particularly bothered students.
 2. Make plans for a period in which supplementary novels will be discussed.
 3. With one of the students at the board work out a set of general questions which can be used as a basis for discussion. You may help them to think of questions by asking: If you wanted to know more about a certain book--for example, Hie to the Hunter,--what kind of questions would you ask?
 4. After a sufficient number of questions have been written on the board, have the other students copy them into their notebooks.
 5. Discuss with students the role of the discussion leader who will use these questions.
 6. Discuss with the students their part in the discussion. Emphasize the fact that the purpose of such a discussion is to arrive at a better understanding of a subject by pooling ideas about it. The first step as a member of a discussion group is to think over the subject beforehand so that you can organize your own ideas. The second step is to share the floor. It means not only contributing the ideas, facts and opinions you have, but also being careful to let others express those they have.

ASSIGNMENT: Using the questions that you have in your notebook, prepare your contribution to the discussion on supplementary reading.

LESSON XII

TIME: 45 minutes.

PURPOSE: To provide an experience for sharing ideas on a novel read outside of class.

ACTIVITIES: 1. Return the tests on Elmer Froese and discuss any of the questions that particularly bothered students.

2. Make plans for a period in which supplementary novels will be discussed.

3. With one of the students at the board work out a set of general questions which can be used as a basis for discussion. You may help them to think of questions by asking: If you wanted to know more about a certain book--for example, His to the Hunter--what kind of questions would you ask?

4. After a sufficient number of questions have been written on the board, have the other students copy them into their notebooks.

5. Discuss with students the role of the discussion leader who will use these questions.

6. Discuss with the students their part in the discussion. Emphasize the fact that the purpose of such a discussion is to arrive at a better understanding of a subject by pooling ideas about it. The first step as a member of a discussion group is to think over the subject beforehand so that you can organize your own ideas. The second step is to share the ideas. It means not only contributing the ideas, facts and opinions you have, but also being careful to let others express those they have.

ASSIGNMENT: Using the questions that you have in your notebook, prepare your contribution to the discussion on supplementary reading.

UNIT - 7 LESSON XIII

TIME: 45 minutes.

PURPOSE: To have a sharing of experiences on supplementary novels by means of a club period with the president presiding.

ACTIVITIES: With the president of the club presiding allow him to open the class period, following simple parliamentary procedure, with the main emphasis of the meeting on an informal discussion of supplementary novels. As a basis for this discussion he will use the questions that the class formulated during the previous period.

II. SPECIFIC OBJECTIVES:

1. Reading to answer specific questions.
2. Reading for main ideas.
3. To plan informal discussion on supplementary biographies by means of organized questions.
4. To develop skills used in informal discussion of supplementary biographies by means of a club period.
5. To organize a speech on "Telling About Interesting People" by means of an outline and notes.
6. To develop skills used in speech - "Telling About Interesting People" by means of an outline and notes.
7. To increase vocabulary by studying words in context.

III. STUDENT ACTIVITIES:

1. Using an outline and notes give talk on "Telling About Interesting People."
2. Read pp. 40-43 "Gold!" in Panorama to answer specific questions.
3. Read pp. 44-45 "Kelly Takes Gold Air" in Exposure to

LESSON XIII

TIME: 45 minutes.

PURPOSE: To have a sharing of experiences on supplementary novels by means of a class period with the president presiding.

ACTIVITIES: With the president of the class presiding allow him to open the class period, following simple parliamentary procedure, with the main emphasis of the meeting on an informal discussion of supplementary novels. As a basis for this discussion he will use the questions that the class formulated during the previous period.

UNIT - 7 - MEN AND WOMEN WHO
CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

I. GENERAL OBJECTIVES:

1. To develop ability to think and to organize ideas.
2. To gain power in the expression of thought through speaking and writing.
3. To gain power in the reception of thought through reading and listening.
4. To acquire ideals adequate for successful living.

II. SPECIFIC OBJECTIVES:

1. Reading to answer specific questions.
2. Reading for main ideas.
3. To plan informal discussion on supplementary biographies by means of organized questions.
4. To develop skills used in informal discussion of supplementary biographies by means of a club period.
5. To organize a speech on "Telling About Interesting People" by means of an outline and notes.
6. To develop skills used in speech - "Telling About Interesting People" by means of an outline and notes.
7. To increase vocabulary by studying words in context.

III. STUDENT ACTIVITIES:

1. Using an outline and notes give talk on "Telling About Interesting People."
2. Read pp. 43-63 "Gold!" in Panorama to answer specific questions.
3. Read pp. 65-73 "Kelly Takes Cold Air" in Panorama to

UNIT - V - MEN AND WOMEN WHO

CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

I. GENERAL OBJECTIVES:

1. To develop ability to think and to organize ideas.
2. To gain power in the expression of thought through speaking and writing.
3. To gain power in the reception of thought through reading and listening.
4. To acquire ideals adequate for successful living.

II. SPECIFIC OBJECTIVES:

1. Reading to answer specific questions.
2. Reading for main ideas.
3. To plan informal discussion on supplementary diagrams of means of organized questions.
4. To develop skills used in informal discussion of supplementary diagrams by means of a club period.
5. To organize a speech on "Telling About Interesting People" by means of an outline and notes.
6. To develop skills used in speech - "Telling About Interesting People" by means of an outline and notes.
7. To increase vocabulary by studying words in context.

III. STUDENT ACTIVITIES:

1. Using an outline and notes give talk on "Telling About Interesting People."
2. Read pp. 45-55 "Gold" in paragraphs to answer specific questions.
3. Read pp. 55-75 "Kelly Takes Gold Air" in paragraphs to

find the main ideas.

4. Read pp. 75-85 "Stephen Foster Of 'Tin Pan Alley' In Other Days" to answer one main question.
5. Study of vocabulary words in article on Stephen Foster.
6. Read pp. 86-99 "Lincoln's Gettysburg Address" in Panorama to answer one main question.
7. Read pp. 101-117 "The Man Who Killed Lincoln" in Panorama to answer questions.
8. Plan and participate in an oral discussion on supplementary biographies by means of a club period.
9. Read pp. 118-124 "Just Short Of Eternity" to answer specific questions.
10. To increase vocabulary through the study of certain words in the article, "Just Short Of Eternity."
11. Review material for test on this unit by writing 10 questions based upon articles read during this study.

IV. SOURCES OF MATERIAL TO BE CONSULTED BY STUDENTS:

TEXT: Panorama

SUPPLEMENTARY BOOKS:

Boyd, James. Drums
 Clark, Walter Van Tilburg. Ox Bow Incident
 Davis, Julia. No Other White Men
 Decker, Malcolm. The Rebel and the Turncoat
 Edmonds, Walter D. Drums Along the Mohawk
 Ferber, Edna. Cimarron
 Forbes, Esther. Johnny Tremain
 Forester, C. S. The Captain from Connecticut
 Guthrie, Alfred B. Big Sky
 Richter, Conrad. Sea of Grass
 Roberts, Kenneth. Northwest Passage
 Schaefer, Jack Warner. Shane
 Tunis, John R. Son of the Valley

V. TIME: 13 days including the evaluation.

find the main ideas.

4. Read pp. 75-85 "Stephen Foster Of 'Tina Tan Alley' in 'Other Days' to answer one main question.
5. Study of vocabulary words in article on Stephen Foster.
6. Read pp. 86-99 "Lincoln's Gettysburg Address" in Panorama to answer one main question.
7. Read pp. 101-117 "The Man Who Killed Lincoln" in Panorama to answer questions.
8. Plan and participate in an oral discussion on supplementary biographies by means of a class period.
9. Read pp. 118-124 "Last Shot of Eternity" to answer specific questions.
10. To increase vocabulary through the study of certain words in the article, "Last Shot of Eternity."
11. Review material for test on this unit by writing 10 questions based upon articles read during this study.

IV. SOURCES OF MATERIAL TO BE CONSULTED BY STUDENTS:

TEXT: Panorama

SUPPLEMENTARY BOOKS:

Boyd, James. Drums
Clark, Walter Van Tilburg. On Bow Incident
Davis, Julia. No Other White Man
Decker, Malcolm. The Rebel and the Turncoat
Edmonds, Walter D. Drums Along the Mohawk
Farber, Edna. Cimarron
Forbes, Esther. Johnny Tremain
Forester, C. S. The Captain from Connecticut
Guthrie, Alfred B. Big Sky
Richter, Conrad. Sea of Grass
Roberts, Kenneth. Northwest Passage
Schaefer, Jack Warner. Drums
Tunis, John R. Son of the Valley

V. TIME: 13 days including the evaluation.

LESSON PLANS FOR
MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON I

TIME: 45 minutes.

PURPOSE: To organize speech on "Telling About Interesting People" by means of an outline and notes.

ACTIVITIES: I. Teacher's Introduction:

We are all interested in famous people, particularly those we see in the movies or on television. If we observe our own friends, neighbors, or relatives, I imagine that we would find people equally as interesting as the more famous ones. In a talk in which you are going to tell about some interesting person whom you know you may describe an aunt who paints in her spare time, a grandfather who has an interesting hobby, a policeman who fancies himself a Sherlock Holmes, a bus driver who thinks he is an opera star, etc.

As it will be impossible for you to tell everything you know about this person, limit yourself to two or three interesting points. You may choose to follow this plan:

- A. Describe how the person looks.
- B. What kind of work he does.
- C. What quality about him impresses you.

or

- A. Describe the kind of person he used to be.
- B. Describe the kind of person he is today.
- C. Tell about his accomplishments.

Whatever plan you use, try to include in your talk an incident in which the person actually talks. If you can actually quote his

words, you will make him seem more real to us.

II. Students' Directions:

1. Choose the plan which you will follow, making three main headings.
2. Under each heading make a list of items which pertain to the topic.
3. Delete any unnecessary items from the list.
4. Number the items in each list, placing those of the most importance first.
5. Next, write a complete sentence for each group which will show your listeners how the details in the group are related.
6. There is no need for a special opening sentence in a talk of this kind, but in your concluding sentence sum up your feelings about the person.
7. You may begin your outline in class.

- ASSIGNMENT:
1. Copy your final plan on a card so that your notes will be inconspicuous and easy to handle.
 2. Practice your talk several times before coming to class.
 3. Remember that you are merely telling a group of friends about an interesting person you would like them to know as you do. Because you have included a conversation in your talk, try various ways of saying the sentences that you will be quoting.

words, you will make him seem more real to us.

II. Students' Directions:

1. Choose the plan which you will follow, making three main headings.

2. Under each heading make a list of items which pertain to the topic.

3. Delete any unnecessary items from the list.

4. Number the items in each list, placing those of the most importance first.

5. Next, write a complete sentence for each group which will show your list. Turn now the details in the group are related.

6. There is no need for a special opening sentence in a talk of this kind, but in your concluding sentence sum up your feelings about the person.

7. You may begin your outline in class.

1. Copy your final plan on a card so that your notes will be inconspicuous and easy to handle.

2. Practice your talk several times before coming to class.

3. Remember that you are merely telling a group of friends about an interesting person you would like them to know as you do. Because you have included a conversation in your talk, try various ways of saying the sentences that you will be quoting.

ASSIGNMENT:

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON II

TIME: 45 minutes.

PURPOSE: To give orals on "Telling About Interesting People" using notes.

- ACTIVITIES:
1. Have students give talks.
 2. Have students who are listening write the name of the speaker and answer the following questions:
 1. Did the speaker make the person seem real to you?
 2. How did he succeed in doing this?
 3. If not, tell why he didn't achieve his goal.

- ASSIGNMENT:
1. Now that we have listened to talks about people, we are going to get vicarious experience by reading about some people who also led interesting lives and contributed to our American way of living.
 2. Read: pp. 43-63 in Panorama and find out the role "Gold!" played in the lives of several men.
 3. Write the answers to these questions:
 1. What, in your opinion, are the qualities necessary to become a successful miner?
 2. How many of these qualities are necessary to gain success in any chosen field.

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LESSON II

TIME: 45 minutes.

PURPOSE: To give pupils an opportunity to "tell about interesting people" using notes.

ACTIVITIES: 1. Have students give talks.

2. Have students who are listening write the name of the speaker and answer the following questions:

1. Did the speaker make the person seem real to you?

2. How did he succeed in doing this?

3. If not, tell why he didn't achieve his goal.

ASSIGNMENT: 1. Now that we have listened to talks about people, we are going to get vicarious experience by reading about some people who also had interesting lives and contributed to our American way of living.

2. Read: pp. 42-43 in Panorama and find out the role "Gold" played in the lives of several men.

3. Write the answers to these questions:

1. What, in your opinion, are the qualities necessary to become a successful writer?

2. How many of these qualities are necessary to gain success in any chosen field?

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON III

TIME: 45 minutes.

PURPOSE: I. Discuss the following:

1. What does the author tell the reader about himself?
2. How did the author meet his partners?
3. What were they like?
4. Describe the first adventures in gold mining.
5. How is gold recovered from gold-bearing dirt?
6. Would you care about becoming a gold miner?
7. Explain the process of hydraulic mining.
8. Why is blue gravel sought for by prospectors?
9. How did the author happen to go into partnership with Jason?
10. What luck did they have together?

- II. In Panorama pp. 65-73 have students read "Kelly Takes Cold Air" to find the main ideas.

ASSIGNMENT: Finish the article started in class. Write five main ideas that were discussed in this article.

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON IV

TIME: 45 minutes.

PURPOSE: To read for the purpose of discussing the main idea.

- ACTIVITIES:
1. Have several students write the five main ideas which they found in reading the article, "Kelly Takes Cold Air," on the blackboard.
 2. Discuss the purpose of reading to find the main ideas, applying this method to some of their other texts - history or science.
 3. What is the meaning of the title of this article?
 4. What was Kelly's theory?
 5. Who was Henry Bessemer and what was his contribution to the iron industry?
 6. In what way did Kelly's new process help to usher in the Age of Steel?
 7. As an introduction to the next article on Stephen Foster either play some recordings of his songs or allow students to sing one of his more well-known numbers--"Old Black Joe", "Old Folks At Home," or one of their choice.
 8. Ask the students why Foster's songs are considered the folk songs of America.

ASSIGNMENT: Read pp. 75-85, "Stephen Foster Of 'Tin Pan Alley' In Other Days" to find out why Foster's success as a composer of songs was never realized by him while he was alive.

MEN AND WOMEN WHO CONTRIBUTED TO OUR AMERICAN WAY OF LIVING

LESSON IV

TIME: 45 minutes.

PURPOSE: To read for the purpose of discussing the main ideas.

ACTIVITIES: 1. Have several students write the five main ideas which they found in reading the article, "Kelly Takes Cold Air," on the blackboard.

2. Discuss the purpose of reading to find the main ideas, applying this method to some of their other texts - history or science.

3. What is the meaning of the title of this article?

4. What was Kelly's theory?

5. Who was Henry Bessemer and what was his contribution to the iron industry?

6. In what way did Kelly's new process help to make the Age of Steel?

7. As an introduction to the next article on Stephen Foster either play some recordings of his songs or allow students to sing one of his more well-known numbers--"Old Black Joe," "Old Folks At Home," or one of their choice.

8. Ask the students why Foster's songs are considered the folk songs of America.

ASSIGNMENT: Read pp. 75-85, "Stephen Foster of 'Tin Pan Alley' in Other Days" to find out why Foster's success as a composer of songs was never realized by his while he was alive.

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON V

TIME: 45 minutes.

PURPOSE: To increase vocabulary through the study of a specific article, "Stephen Foster Of 'Tin Pan Alley' In Other Days" in context.

ACTIVITIES: I. Vocabulary Study:

Saccharine P. 77
Naivete P. 79
Nostalgia P. 79
Collaboration P. 81
Prolific P. 84
Impromptu P. 77

1. Have students find the words as they are used in context.
2. Have students break down the words into syllables for pronunciation.
3. Have students discuss the words as they are used in context.
4. Have students use the words in original sentences.

II. Discuss:

1. Give an account of Foster's early life. Refer to movie based upon his life.
2. Tell about some of the songs that are based upon the lives of people whom Foster knew.
3. In what way was Foster a poor business man?
4. Why do you consider his later life such a tragic one?
5. What is Foster's position today in the field of music?

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON V

TIME: 45 minutes.

PURPOSE: To increase vocabulary through the study of a specific article, "Stephen Foster Of 'Tina Tans' In Other Days" in context.

ACTIVITIES: I. Vocabulary Study:

Seashore P. 77
Nativity P. 78
Nostalgia P. 79
Collaboration P. 81
Profile P. 84
Impromptu P. 77

1. Have students find the words as they are used in context.

2. Have students break down the words into syllables for pronunciation.

3. Have students discuss the words as they are used in context.

4. Have students use the words in original sentences.

II. Discuss:

1. Give an account of Foster's early life. Refer to notes based upon this life.

2. Tell about some of the songs that are based upon the lives of people whom Foster knew.

3. In what way was Foster a poor business man?

4. Why do you consider his later life such a tragic one?

5. What is Foster's position today in the field of music?

ASSIGNMENT: Read pp. 86-99, "Lincoln's Gettysburg Address" to find out why Lincoln's speech was so well received, while the well-known orator Edward Everett's speech was soon forgotten.

TIME: 45 minutes.

PURPOSE: To check for reading comprehension of the article on "Lincoln's Gettysburg Address."

ACTIVITIES: I. Give the following check quiz based upon the assignment.

1. Why was the president asked to speak?
2. Why was there some hesitation about asking him?
3. Who was the other speaker?
4. a. What was the occasion for these speakers?
b. Where was it to be held?
5. What reception did Lincoln's address receive?

II. Discuss the address:

1. What did Lincoln mean in his concluding paragraph?

"It is for us, the living rather, to be dedicated here, to the unfinished work that they have thus far so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us; that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that the nation shall, under God, have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

2. What can you as a person do to uphold this plea that Lincoln made on Thursday, November 19, 1863?

ASSIGNMENT: Read pp. 98-99, "Lincoln's Gettysburg Address" to find out why Lincoln's speech was so well received, while the well-known orator Edward Everett's speech was soon forgotten.

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON VI

TIME: 45 minutes.

PURPOSE: To check for reading comprehension of the article on "Lincoln's Gettysburg Address."

ACTIVITIES: I. Give the following check quiz based upon the assignment.

1. Why was the president asked to speak?
2. Why was there some hesitation about asking him?
3. Who was the other speaker?
4. a. What was the occasion for these speakers?
b. Where was it to be held?
5. What reception did Lincoln's address receive?

II. Discuss the address:

1. What did Lincoln mean in his concluding paragraph?

"It is for us, the living rather, to be dedicated, here, to the unfinished work that they have thus far so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us; that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that the nation shall, under God, have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

2. What can you as a person do to uphold this plea that Lincoln made on Thursday, November 19, 1863?

NEW AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON VI

TIME: 45 minutes.

PURPOSE: To check for reading comprehension of the article on "Lincoln's Gettysburg Address."

ACTIVITIES: I. Give the following check quiz based upon the assignment.

1. Why was the president asked to speak?
2. Why was there some hesitation about asking him?
3. Who was the other speaker?
4. a. What was the occasion for these speeches?
b. Where was it to be held?
5. What reception did Lincoln's address receive?

II. Discuss the address:

1. What did Lincoln mean in his concluding paragraph?

"It is for us, the living rather, to be dedicated, here, to the unfinished work that they have thus far so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us; that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that the nation shall, under God, have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

2. What can you as a person do to uphold this idea that Lincoln made on Thursday, November 19, 1863?

3. Why do you think that this speech has lasted for so many years?

III. Allow students to begin the assignment.

ASSIGNMENT: Read pp. 101-117, "The Man Who Killed Lincoln" to answer the following questions:

1. Why did Booth hate President Lincoln?
2. Name all of the conspirators and tell the roll which each was to play in the conspiracy.
3. Why did each of these men fail?
4. What was the final outcome of Booth?

II. Make plans for an informal discussion of books which have been read outside of class.

1. Plan with students 10 questions which can be used for informal discussion. Write each question on the board.
2. Have students copy these into notebooks.
3. Review with them the role of the discussion leader and the important part each plays in the discussion.
4. Let them spend the rest of the period planning their answers to the questions for the discussion.
5. The Vice-President can take charge of the club-period meeting or the President can open the meeting and take charge of the discussion himself.

ASSIGNMENT: Prepare logical answers to the questions which will be used for an informal discussion period on the books which you have been reading outside of class.

3. Why do you think that this speech has lasted for so many years?

III. Allow students to begin the assignment.

ASSIGNMENT: Read pp. 101-114, "The Men Who Killed Lincoln" to answer the following questions:

1. Why did Booth hate President Lincoln?
2. Name all of the conspirators and tell the role which each was to play in the conspiracy.
3. Why did each of these men fail?
4. What was the final outcome of Booth?

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON VII

TIME: 45 minutes.

PURPOSE: To plan an informal discussion on books which have been read outside of class by means of a club period.

- ACTIVITIES: I. Discuss the following questions based upon the article, "The Man Who Killed Lincoln."
1. Why did Booth hate Lincoln?
 2. Name the conspirators.
 3. What plans did Booth have for each?
 4. Why did these men fail?
 5. Do you think that Booth was justified in his killing of Lincoln?
- II. Make plans for an informal discussion of books which have been read outside of class.
1. Plan with students 10 questions which can be used for informal discussion. Write each question on the board.
 2. Have students copy these into notebooks.
 3. Review with them the role of the discussion leader and the important part each plays in the discussion.
 4. Let them spend the rest of the period planning their answers to the questions for the discussion.
 5. The Vice-President can take charge of the club-period meeting or the President can open the meeting and take charge of the discussion himself.

ASSIGNMENT: Prepare logical answers to the questions which will be used for an informal discussion period on the books which you have been reading outside of class.

LESSON VII

TIME: 45 minutes.

PURPOSE: To plan an informal discussion on books which have been read outside of class by means of a club period.

ACTIVITIES: I. Discuss the following questions based upon the article, "The Man Who Killed Lincoln."

1. Why did Booth hate Lincoln?
2. Name the conspirators.
3. What plans did Booth have for each?
4. Why did these men fail?
5. Do you think that Booth was justified in his killing of Lincoln?

II. Make plans for an informal discussion of books which have been read outside of class.

1. Plan with students 10 questions which can be used for informal discussion. Write each question on the board.
2. Have students copy these into notebooks.
3. Review with them the role of the discussion leader and the important part each plays in the discussion.
4. Let them spend the rest of the period planning their answers to the questions for the discussion.
5. The Vice-President can take charge of the club-period meeting or the President can open the meeting and take charge of the discussion himself.

ASSIGNMENT: Prepare logical answers to the questions which will be used for an informal discussion period on the books which you have been reading outside of class.

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON VIII

TIME: 45 minutes.

PURPOSE: To develop skills used in informal discussion of supplementary books by means of a club period.

- ACTIVITIES:
1. Have the President open the meeting, following parliamentary procedure, with the reading of the secretary's report, etc.
 2. The President may act as discussion leader; If not, at this time he would introduce the Vice-President who is to be the leader.
 3. The leader will proceed to use the questions which were planned during the previous day, aiming to recognize everyone who wishes to contribute to the discussion. If he is a good leader, he can get some of the more reticent individuals to participate as well as the others.
 4. At the end of the discussion, the President gives the assignment for the following day.

ASSIGNMENT: Have you ever come close to death? On pp. 118-124 there is an article entitled "Just Short of Eternity" which will interest you. Read this article with the purpose of explaining the title when you next report to class.

ASSIGNMENT: To review the material which we have covered in this unit do the following:

1. Write the title of each article.
2. Create five original questions on each article.
3. Write each vocabulary word which you have learned.
4. Below each vocabulary word write two sentences in which you make use of the word. Underline the word.

LESSON VIII

TIME: 45 minutes.

PURPOSE: To develop skills used in informal discussion of supplementary books by means of a club period.

ACTIVITIES: 1. Have the President open the meeting, following parliamentary procedure, with the reading of the secretary's report, etc.

2. The President may act as discussion leader; if not, at this time he would introduce the Vice-President who is to be the leader.

3. The leader will proceed to use the questions which were planned during the previous day, aiming to recognize everyone who wishes to contribute to the discussion. If he is a good leader, he can get some of the more reticent individuals to participate as well as the others.

4. At the end of the discussion, the President gives the assignment for the following day.

ASSIGNMENT: Have you ever come close to death? On pp. 118-124 there is an article entitled "Just Short of Ecstasy" which will interest you. Read this article with the purpose of explaining the title when you next report to class.

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON IX

TIME: 45 minutes.

PURPOSE: To increase vocabulary through the study of a specific article, "Just Short Of Eternity."

ACTIVITIES: I. Discuss the following vocabulary words, using the same procedure which was used on P. 26 .

Apprehension

Seethe

Inevitable

Derelict

Holocaust

II. Discuss questions based upon "Just Short Of Eternity."

1. What was the cause of the Johnstown flood?
2. Relate some of the dramatic incidents which the author observed.
3. Describe the way that the town looked the next day.
4. Can you give other examples of quick thinking in the face of overwhelming disaster?
5. Are there other kinds of courage which are just as admirable.

ASSIGNMENT: To review the material which we have covered in this unit do the following:

1. Write the title of each article.
2. Create five original questions on each article.
3. Write each vocabulary word which you have learned.
4. Below each vocabulary word write two sentences in which you make use of the word. Underline the word.

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON IX

TIME: 45 minutes.

PURPOSE: To increase vocabulary through the study of a specific article, "Just Short Of Eternity."

ACTIVITIES: I. Discuss the following vocabulary words, using the same procedure which was used on P. 66.

Apprehension
Aesthetic
Inevitable
Dilemma
Holocaust

II. Discuss questions based upon "Just Short Of Eternity."

1. What was the cause of the Johnstown flood?
2. Relate some of the dramatic incidents which the author observed.
3. Describe the way that the town looked the next day.
4. Can you give other examples of quick thinking in the face of overwhelming disaster?
5. Are there other kinds of courage which are just as admirable.

ASSIGNMENT: To review the material which we have covered in this unit do the following:

1. Write the title of each article.
2. Create five original questions on each article.
3. Write each vocabulary word which you have learned.
4. Below each vocabulary word write two sentences in which you make use of the word. Underline the word.

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON X

TIME: 45 minutes.

PURPOSE: To review for a test on the unit, "Men and Women Who Contribute to Our American Way of Living" by means of student-prepared questions.

ACTIVITIES: Divide the group into teams and let them use the questions which they have prepared. The teacher can keep score, awarding each person who scores an acceptable answer for his team credit. After students' supply of questions has been exhausted, if you feel that any particular point has not been covered, you may ask questions, covering this information. Be sure that not only pertinent information on articles has been covered but vocabulary words and duties of the discussion leader and each individual during an informal discussion has been included.

ASSIGNMENT: Using your questions and those which have been discussed during this unit, review for a test on this unit.

- | | |
|--------------|------------------|
| 1. Soothe | 6. Apprehension |
| 2. Nostalgia | 7. Naivete |
| 3. Prolific | 8. Collaboration |
| 4. Holocaust | 9. Impromptu |
| 5. Derelict | 10. Inevitable |

1. Foster's _____ about the business world caused him to be a financial failure.
2. His leaning towards a feeling of _____ in his songs makes one become homesick to listen to them.
3. The _____ of two men in the writing of songs is very common.
4. Foster's great number of songs makes him known as a _____ writer.
5. The waters during a flood often _____ with rage.
6. When one gives an oral with no previous preparation, it is known as _____ type of speaking.

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

Lesson 1

TIME: 45 minutes.

PURPOSE: To review for a test on the unit, "Men and Women Who Contribute to Our American Way of Living" by means of student-prepared questions.

ACTIVITIES: Divide the group into teams and let them use the questions which they have prepared. The teacher can keep score, awarding each person who scores an acceptable answer for his team credit. After students' supply of questions has been exhausted, if you feel that any particular point has not been covered, you may ask questions, covering this information. Be sure that not only pertinent information on articles has been covered but vocabulary words and duties of the discussion leader and each individual during an informal discussion has been included.

ASSIGNMENT: Using your questions and those which have been discussed during this unit, review for a test on this unit.

UNIT TEST ON MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN

WAY OF LIVING

LESSON XI

I. Answer the following questions as clearly as possible.

1. Explain the process of hydraulic mining.
2. What was Kelly's theory?
3. What was Henry Bessemer's contribution to the iron industry?
4. What was Stephen Foster's contribution to the American way of living?
5. What did you learn about courage by reading Dr. Heiser's account of the Johnstown flood? Give specific examples from the article.

II. Choose a specific word from the list to make the sentences complete.

- | | |
|--------------|------------------|
| 1. Seethe | 6. Apprehension |
| 2. Nostalgia | 7. Naivete |
| 3. Prolific | 8. Collaboration |
| 4. Holocaust | 9. Impromptu |
| 5. Derelict | 10. Inevitable |

1. Foster's _____ about the business world caused him to be a financial failure.
2. His leaning towards a feeling of _____ in his songs makes one become homesick to listen to them.
3. The _____ of two men in the writing of songs is very common.
4. Foster's great number of songs makes him known as a _____ writer.
5. The waters during a flood often _____ with rage.
6. When one gives an oral with no previous preparation, it is known as _____ type of speaking.

UNIT TEST ON MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN

WAY OF LIVING

LESSON XI

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II. Choose a specific word from the list to make the sentences complete.

- | | | |
|-----------------------------------------------------------------------------------------------------|--------------|------------------|
| 1. Foster's _____ about the business world caused him to be a financial failure. | 1. Seethe | 6. Apprehension |
| 2. His leaning towards a feeling of _____ in his songs makes one become homesick to listen to them. | 2. Nostalgia | 7. Naïveté |
| 3. The _____ of two men in the writing of songs is very common. | 3. Prolific | 8. Collaboration |
| 4. Foster's great number of songs makes him known as a _____ writer. | 4. Holocaust | 9. Impromptu |
| 5. The waters during a flood often _____ with rage. | 5. Derelict | 10. Inevitable |
| 6. When one gives an oral with no previous preparation, it is known as _____ type of speaking. | | |

7. We think of Lincoln's assassination with _____.
8. It seems _____ that Booth was finally caught.
9. The flood left _____ everywhere.
10. A _____ is a tract of land left dry by water receding from its former bed.

IV. Write a paragraph in which you discuss the qualities of
III. Match the numbers in Column II with the letters in Column I. Some of the numbers may be used twice.

COLUMN I

- A. A German carriage maker.
- B. A famous Shakespearian actor.
- C. Secretary of State.
- D. Young boy whose mother ran a boarding house in Washington.
- E. The most fearless of all the conspirators.
- F. The main speaker at the Gettysburg dedication.
- G. He was supposed to have killed General Grant.
- H. He was supposed to have killed Vice-President Johnson.
- I. An irresponsible druggist's clerk.
- J. The assassinator of President Lincoln.

COLUMN II

1. John Surratt
2. George Atzerodt
3. John Wilkes Booth
4. David Herold

7. We think of Lincoln's assassination with _____.
8. It seems _____ that Booth was finally caught.
9. The flood left _____ everywhere.
10. A _____ is a tract of land left dry by water receding from its former bed.

III. Match the numbers in Column I with the letters in Column II. Some of the numbers may be used twice.

COLUMN I

- A. A German carriage maker.
- B. A famous Shakespearean actor.
- C. Secretary of State.
- D. Young boy whose mother ran a boarding house in Washington.
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- G. He was supposed to have killed General Grant.
- H. He was supposed to have killed Vice-President Johnson.
- I. An irresponsible druggist's clerk.
- J. The assassin of President Lincoln.

COLUMN II

1. John Surratt
2. George Atzerodt
3. John Wilkes Booth
4. David Herold

5. William Henry Seward

6. Edwin Booth

7. Lewis Paine

8. Edward Everett

IV. Write a paragraph in which you discuss the qualities of a good discussion leader.

II. Discuss plans for oral report on the novel which has been read outside of class.

A. The purpose of this report is to get other students interested in the books which have been read.

B. Ask them this question - Have you heard an interesting report about a book, what is there about the report that appeals to you?

C. Next, give them the following outline and ask them if there is anything which they should like to add.

1. In your introductory sentence give the title of the book and the author's name.

2. Give a description of the setting. Include the time, place, and existing conditions (social, economic, weather) that were important.

3. Describe the character who impressed you the most telling why you are particularly interested in him.

4. Describe the most outstanding scene or name some of the outstanding contributions that your character has given to our American way of living.

5. Tell what you have learned about life in America through your reading.

5. William Henry Seward
 6. Edwin Booth
 7. Lewis Paine
 8. Edward Everett
- IV. Write a paragraph in which you discuss the qualities of a good discussion leader.

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON XII

TIME: 45 minutes.

PURPOSE: To prepare a talk based upon supplementary reading of a novel.

- ACTIVITIES: I. Return the test papers and discuss any questions which seem necessary.
- II. Discuss plans for oral report on the novel which has been read outside of class.
- A. The purpose of this report is to get other students interested in the books which have been read.
 - B. Ask them this question - When you hear an interesting report about a book, what is there about the report that appeals to you?
 - C. Next, give them the following outline and ask them if there is anything which they should like to add.
 - 1. In your introductory sentence give the title of the book and the author's name.
 - 2. Give a description of the setting. Include the time, place, and existing conditions (social, economic, weather) that seem important.
 - 3. Describe the character who impresses you the most telling why you are particularly interested in him.
 - 4. Describe the most outstanding scene or name some of the outstanding contributions that your character has given to our American way of living.
 - 5. Tell what you have learned about life in America through your reading.

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON XII

TIME: 45 minutes.

PURPOSE: To prepare a talk based upon supplementary reading of a novel.

- ACTIVITIES:
- I. Return the test papers and discuss any questions which seem necessary.
 - II. Discuss plans for oral report on the novel which has been read outside of class.
 - A. The purpose of this report is to get other students interested in the books which have been read.
 - B. Ask them this question - When you hear an interesting report about a book, what is there about the report that appeals to you?
 - C. Next, give them the following outline and ask them if there is anything which they should like to add.
 1. In your introductory sentence give the title of the book and the author's name.
 2. Give a description of the setting. Include the time, place, and existing conditions (social, economic, weather) that seem important.
 3. Describe the character who impresses you the most telling why you are particularly interested in him.
 4. Describe the most outstanding scene or name some of the outstanding contributions that your character has given to our American way of living.
 5. Tell what you have learned about life in America through your reading.

MEN AND WOMEN WHO

6. Give your opinion of the book. State specific reasons for liking and disliking material which you have read.

III. Guide students individually, if possible, in outlining material for their reports.

TIME: 45 minutes.

ASSIGNMENT: 1. Make a set of notes from your outlines.

2. Practice your talk several times before coming to class.

ACTIVITIES:

3. Remember its purpose is to get the other members of your class to read your book.

1. Write the name of the speaker and the title of the book.

2. Did the speaker follow all of the steps in the outline?

III. Have students give orally notes made from their outlines.

Give your opinion of the book. State
the reasons for liking and dis-
liking it. What you have read.

Give evidence positively, if possible, in
obtaining material for the book.

Make a list of notes from your collection.

Examine your collection. Make notes on
it.

Examine the pictures in the book. Note
the place of your class in your book.

EFFICIENCY BRAND

FOR COLLEGE

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON XIII

I. GENERAL OBJECTIVES:

TIME: 45 minutes.

PURPOSE: To give oral reports on supplementary novels, using notes.

- ACTIVITIES:
1. Restate the purpose of the speech - to get others interested in reading your book.
 2. Instruct those who are listening to:
 1. Write the name of the speaker and the title of the book.
 2. Did the speaker follow all of the steps in the outline?

III. Have students give orals following notes made from their outlines.

1. To develop a voice skill by means of stressing particular words.
2. To develop a voice skill by adjusting volume to content.
3. To develop oral skills by reading one-act plays.
4. To read a one-act play for the purpose of finding the conflict.
5. To develop vocabulary by studying words in context.
6. To read silently for the purpose of following directions to draw a diagram of the act of a play.
7. To read a play to answer specific questions.
8. To develop oral skills by means of acting out a one-act play.
9. To develop oral skills by participating in a choral reading of a poem.
10. To read orally a one-act play to understand the mood of the dramatist.
11. To review for the unit test by answering specific questions.

MEN AND WOMEN WHO CONTRIBUTE TO OUR AMERICAN WAY OF LIVING

LESSON XIII

TIME: 45 minutes.

PURPOSE: To give oral reports on supplementary novels, using notes.

ACTIVITIES: 1. Restate the purpose of the speech - to get others interested in reading your book.

2. Instruct those who are listening to:

1. Write the name of the speaker and the title of the book.

2. Did the speaker follow all of the steps in the outline?

III. Have students give orals following notes made from their outlines.

III. STUDENT ACTIVITIES: ALL THE WORLD'S A STAGE

I. GENERAL OBJECTIVES:

1. To gain power in the expression of thought through speaking and writing.
2. To gain power in the expression of thought through reading and listening.
3. To become familiar with significant literature.
4. To acquire ideals for successful living.
5. To possess an habitual vision of greatness.

II. SPECIFIC OBJECTIVES:

1. To develop a voice skill by means of stressing particular words.
2. To develop a voice skill by adjusting volume to content.
3. To develop oral skills by reading one-act plays.
4. To read a one-act play for the purpose of finding the conflict.
5. To develop vocabulary by studying words in context.
6. To read silently for the purpose of following directions to draw a diagram of the set of a play.
7. To read a play to answer specific questions.
8. To develop oral skills by means of acting out a one-act play.
9. To develop oral skills by participating in a choral reading of a poem.
10. To read orally a one-act play to understand the mood of the dramatist.
11. To review for the unit test by answering specific questions.

ALL THE WORLD'S A STAGE

I. GENERAL OBJECTIVES:

1. To gain power in the expression of thought through speaking and writing.
2. To gain power in the expression of thought through reading and listening.
3. To become familiar with significant literature.
4. To acquire ideals for successful living.
5. To possess an habitual vision of greatness.

II. SPECIFIC OBJECTIVES:

1. To develop a voice skill by means of stressing particular words.
2. To develop a voice skill by adjusting volume to content.
3. To develop oral skills by reading one-act plays.
4. To read a one-act play for the purpose of finding the conflict.
5. To develop vocabulary by studying words in context.
6. To read silently for the purpose of following directions to draw a diagram of the set of a play.
7. To read a play to answer specific questions.
8. To develop oral skills by means of acting out a one-act play.
9. To develop oral skills by participating in a choral reading of a poem.
10. To read orally a one-act play to understand the mood of the dramatist.
11. To review for the unit test by answering specific questions.

III. STUDENT ACTIVITIES:

1. To read orally "Ile."
2. To develop vocabulary by studying words in context from "Ile."
3. To answer specific questions from "Ile."
4. To develop vocabulary by studying words in context from "Spreading The News."
5. To read orally the one-act play, "Spreading The News."
6. To sing the song, "All Through The Night," based upon an old Welsh air.
7. To develop vocabulary for the purpose of understanding the setting of "Welsh Honeymoon."
8. To read silently the setting of "Welsh Honeymoon" for the purpose of following directions to draw a diagram of the setting.
9. To act out parts from the play, "Welsh Honeymoon."
10. To write a paragraph based upon a topic sentence.
11. To participate in a choral reading of two poems:
"Beth Gelert" by William Robert Spencer, and
"The Three Sailors" by William Makepeace Thackeray.
12. To answer questions based upon these poems.
13. To read orally "A Night At An Inn."
14. To develop vocabulary by studying words in context from "A Night At An Inn."
15. To answer questions based upon the reading of "A Night At An Inn."
16. To read orally "The Intruder" to understand the mood of the play.
17. To answer specific questions from "The Intruder."
18. To review for the unit test by answering specific

III. STUDENT ACTIVITIES:

1. To read orally "Ile."
2. To develop vocabulary by studying words in context from "Ile."
3. To answer specific questions from "Ile."
4. To develop vocabulary by studying words in context from "Spreading The News."
5. To read orally the one-act play, "Spreading The News."
6. To sing the song, "All Through The Night," based upon an old Welsh air.
7. To develop vocabulary for the purpose of understanding the setting of "Welsh Honey-moon."
8. To read silently the setting of "Welsh Honey-moon" for the purpose of following directions to draw a diagram of the setting.
9. To act out parts from the play, "Welsh Honey-moon."
10. To write a paragraph based upon a topic sentence.
11. To participate in a choral reading of two poems: "Beth Gelfert" by William Robert Spencer, and "The Three Sailors" by William Makepeace Thackeray.
12. To answer questions based upon these poems.
13. To read orally "A Night At An Inn."
14. To develop vocabulary by studying words in context from "A Night At An Inn."
15. To answer questions based upon the reading of "A Night At An Inn."
16. To read orally "The Intruder" to understand the mood of the play.
17. To answer specific questions from "The Intruder."
18. To review for the unit test by answering specific

questions.

LESSON PLANS FOR

ALL THE WORLD'S A STAGE

IV. SOURCES OF MATERIAL TO BE CONSULTED BY THE STUDENT:

TEXT: One-Act Plays By Modern Authors Edited by
Helen Louise Cohen

MIMEOGRAPHED SHEETS: "Beth Gelert" by William Robert
Spencer; "The Three Sailors" by William Makepeace
Thackeray

V. TIME: 11 days including the evaluation.

Certain it is, that Hip Van Winkle was a great favorite among all the good wives of the village, who, as usual with the amiable sex, took his part in all family squabbles; and never failed, whenever they talked those matters over in their evening gossipings, to lay all the blame on Dame Van Winkle. The children of the village, too, would shout with joy whenever he approached. He assisted at their sports, made their playthings, taught them to fly kites and shoot marbles, and told them long stories of ghosts, witches, and Indians. Whenever he went dodging about the village, he was surrounded by a troop of them, hanging on his skirts, clambering on his back, and playing a thousand tricks on him with impunity; and not a dog would bark at him throughout the neighborhood.

II. Ask the students the following:

1. Did you like the way that this passage was read to you?
2. How could the reading of this material be improved?

III. Write the following material on the board or give the students mimeographed sheets. Direct the class to look at the sentences and stress the words that are underlined. As we are reading, note the kind of word which is stressed.

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LESSON PLANS FOR
ALL THE WORLD'S A STAGE

I

TIME: 45 minutes.

PURPOSE: To develop a voice skill by means of stressing particular words.

ACTIVITIES: I. The teacher should read the following in a monotonous manner, giving no stress whatever to any of the words.

Certain it is, that Rip Van Winkle was a great favorite among all the good wives of the village, who, as usual with the amiable sex, took his part in all family squabbles; and never failed, whenever they talked those matters over in their evening gossipings, to lay all the blame on Dame Van Winkle. The children of the village, too, would shout with joy whenever he approached. He assisted at their sports, made their playthings, taught them to fly kites and shoot marbles, and told them long stories of ghosts, witches, and Indians. Whenever he went dodging about the village, he was surrounded by a troop of them, hanging on his skirts, clambering on his back, and playing a thousand tricks on him with impunity; and not a dog would bark at him throughout the neighborhood.

II. Ask the students the following:

1. Did you like the way that this passage was read to you?
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LESSON PLANS FOR ALL THE WORLD'S A STAGE

I

TIME: 45 minutes.

PURPOSE: To develop a voice skill by means of stressing particular words.

ACTIVITIES: 1. The teacher should read the following in a monotonous manner, giving no stress whatever to any of the words.

Certain it is, that Rip Van Winkle was a great favorite among all the good wives of the village, who, as usual with the amiable sex, took his part in all family squabbles; and never failed, whenever they talked those matters over in their evening gossipings, to lay all the blame on Dame Van Winkle. The children of the village, too, would shout with joy whenever he approached. He assisted at their sports, made their playthings, taught them to fly kites and shoot marbles, and told them long stories of ghosts, witches, and Indians. Whenever he went dodging about the village, he was surrounded by a troop of them, hanging on his skirts, clamoring on his back, and playing a thousand tricks on him with impunity; and not a dog would bark at him throughout the neighborhood.

II. Ask the students the following:

1. Did you like the way that this passage was read to you?
2. How could the reading of this material be improved?

III. Write the following material on the board or give the students mimeographed sheets. Direct the class to look at the sentences and stress the words that are underlined. As we are reading, note the kind of word which is stressed.

1. It is a football.
2. The boy returned.
3. She comes from England.
4. Edward is tired.
5. Stop, look, and listen.
6. I returned the bat.
7. Stop him.
8. He came before I telephoned.
9. Stress the long words.
10. Make a second choice.
11. Two men in white uniforms walked by.
12. Take the next yellow cab.
13. They ran fast.
14. Begin slowly.
15. Yesterday it rained.
16. Certainly, I will.
17. That is especially true of America.
18. I am going.
19. He kicked me.
20. We went home.
21. United States of America.
22. From Monday to Friday.
23. Look on the table.
24. You and I.
25. Wealthy yet unhappy.
26. The man ran.
27. Take a cab.

- IV. Notice what happens when you place the stress on another word. Illustrate by reading number #1 in the following manner.

It is a football.
It is a football.

- V. Have students read the others with a change in the stress.

- VI. Certain sentences may be given entirely different meanings depending upon emphasis. What is the difference in meaning of the following?

1. These are some examples.
2. These are some examples.

- VII. Have students study the following examples and explain the difference in meaning.

1. What intelligence!
What intelligence?

1. It is a football.
2. The boy returned.
3. She comes from England.
4. Edward is tired.
5. Stop, look, and listen.
6. I returned the hat.
7. Stop him.
8. He came before I telephoned.
9. Stress the long words.
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11. Two men in white uniforms walked by.
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19. He kicked me.
20. We went home.
21. United States of America.
22. From Monday to Friday.
23. Look on the table.
24. You and I.
25. We're very unhappy.
26. The man ran.
27. Take a cab.

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It is a football.
It is a football.

V. Have students read the others with a change in the stress.

VI. Certain sentences may be given entirely different meanings depending upon emphasis. What is the difference in meaning of the following?

1. These are some examples.
2. These are some examples.

VII. Have students study the following examples and explain the difference in meaning.

1. What intelligence?
- What intelligence?

2. How good!
How good?

3. Why, John!
Why, John?

4. Now, we can go home.
Now, we can go home.

5. He won't live a year if he does that.
He won't live a year if he does that.

VIII. Look at the following sentences. Read, emphasizing each word of the sentence in turn. Note the changes in meaning.

1. Today is a fine day.
2. Keep still a moment.
3. Did you see what I saw?

IX. Read silently the following material; then underline the word or words which, you think, should be stressed.

Rip Van Winkle, however, was one of those happy mortals, of foolish, well-oiled dispositions, who take the world easy, eat white bread or brown, whichever can be got with least thought or trouble, and would rather starve on a penny than work for a pound. If left to himself, he would have whistled life away in perfect contentment; but his wife kept continually dinning in his ears about idleness, his carelessness, and the ruin he was bringing on his family. Morning, noon, and night, her tongue was incessantly going, and everything he said or did was sure to produce a torrent of household eloquence. Rip had but one way of replying to all lectures of the kind, and that, by frequent use, had grown into a habit. He shrugged his shoulders, shook his head, cast up his eyes, but said nothing. This, however, always provoked a fresh volley from his wife; so that he was fain to draw off forces, and take to the outside of the house—the only side which, in truth, belongs to a hen pecked husband.

3. How good!
How good?

3. Why, John!
Why, John?

4. Now, we can go home.
Now, we can go home.

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X. After students have prepared their passages, ask people to read, noting whether they stressed any words.

XI. Follow the same procedure with this material.

TIME: 45 minutes.

PURPOSE: To develop
tense.

ACTIVITIES: I. Have

II. We have

Rip's sole domestic adherent was his dog Wolf, who was as much henpecked as his master; for Dame Van Winkle regarded them as companions in idleness, and even looked upon Wolf with an evil eye, as the cause of his master's going to often astray. True it is, in all points of spirit befitting an honorable dog, he was as courageous an animal as ever scoured the woods-but what courage can withstand the ever-enduring and all-besetting terrors of a woman's tongue? The moment Wold entered the house his crest fell, his tail drooped to the ground, or curled between his legs, he sneaked about with a gallows air, casting many a sidelong glance at Dame Van Winkle, and at the least flourish of a broomstick or ladle, he would fly to the door with yelping precipitation.

ASSIGNMENT: 1. Find a short clipping from the newspaper, a magazine, or a book.

2. Underline words that should be stressed.

3. Practice reading it, stressing the words which you have underlined.

III. Have students give specific illustrations of
they have spoken softly.

IV. Have students read the following material.

TRAVIO (yelling). Get away from the door! Run, for God's sake, run!

THEO. (Backing away, but suspicious). Run where? You run, too!

TRAVIO. I have nothing to fear. I am at peace with the dead!

X. After students have prepared their passages, ask people to read, noting whether they stressed any words.

XI. Follow the same procedure with this material.

Rip's sole domestic adherent was his dog Wolf, who was as much hanged as his master; for Dame Van Winkle regarded them as companions in idleness, and even looked upon Wolf with an evil eye, as the cause of his master's going to often astray. True it is, in all points of spirit belittling an honorable dog, he was as courageous an animal as ever scoured the woods-but what courage can withstand the ever-enduring and all-persuading terror of a woman's tongue? The moment Wolf entered the house his crest fell, his tail drooped to the ground, or curled between his legs, he sneaked about with a gallow's air, casting many a sidelong glance at Dame Van Winkle, and at the least flourish of a broomstick or ladle, he would fly to the door with yelping precipitation.

ASSIGNMENT: 1. Find a short clipping from the newspaper, a magazine, or a book.

2. Underline words that should be stressed.

3. Practice reading it, stressing the words which you have underlined.

4. Be prepared to read your passage in class.

ALL THE WORLD'S A STAGE

LESSON II

TIME: 45 minutes.

PURPOSE: To develop a voice skill by adjusting volume to content.

ACTIVITIES: I. Have students read their selected passages with stress on proper words.

II. We have learned the importance of stressing certain words to make the meaning of the sentences clear. Sometimes we are placed in situations in which we are compelled to speak loudly, sometimes softly. How would you say the following?

1. Sssssh! I can hear some one coming.

2. Do you think they can hear us?

3. Listen! Can you hear anything?

4. Hello! Is there anyone here?

5. Wake up!

6. Get back! Get back!

7. Can you hear me? Can you hear me now?

III. Have students give specific illustrations of occasions when they have spoken loudly; when they have spoken softly.

IV. Have students read the following material.

TRANIO (yelling). Get away from the door! Run, for God's sake, run!

THEO. (Backing away, but suspicious). Run where? You run, too!

TRANIO. I have nothing to fear. I am at peace with the dead!

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3. Listen! Can you hear anything?

4. Hello! Is there anyone here?

5. Wake up!

6. Get back! Get back!

7. Can you hear me? Can you hear me now?

III. Have students give specific illustrations of occasions when they have spoken loudly; when they have spoken softly.

IV. Have students read the following material.

TRAMIO (yelling). Get away from the door! Run, for God's sake, run!

THEO. (Backing away, but suspicious). Run where? You run, too!

TRAMIO. I have nothing to fear. I am at peace with the dead!

VOICE (within). Hey, Tranio!

TRANIO (to the ghost, for the benefit of all parties). You won't call me, if you have any sense! I haven't done anything wrong! It wasn't I knocked at that door!

VOICE (within). I want to know--

TRANIO (loudly). Not one word!

THEO. Tell me why you're breaking off the conversation.

TRANIO (more loudly). Be gone! Be gone!

V. Select students to read the following:

MRS. ALDRICH (calling). HEN-RY! HENRY ALDRICH!

HENRY. Coming, Mother!

MR. ALDRICH. Mary, do you know whether Henry is up yet?

MARY. He said he was getting up the first time you called.

MR. ALDRICH. Henry Aldrich! Henry Aldrich!

MARY. Father, maybe he died.

MR. ALDRICH. Mary, will you please go upstairs and tell him I said he is to come down here?

HENRY. (off). Father!

MR. ALDRICH. What is it?

HENRY. Father, will you please tell Mary that if she sees Connie Marshall go by out front to flag her?

MRS. ALDRICH. Aren't you all dressed, Henry?

HENRY. Practically, Mother.

VOICE (within). Hey, Tranio!

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MR. ALDRICH. Mary, will you please go upstairs and tell him I said he is to come down here?

HENRY. (off). Father!

MR. ALDRICH. What is it?

HENRY. Father, will you please tell Mary that if she sees Connie Marshall go by out front to flag her?

MRS. ALDRICH. Aren't you all dressed, Henry?

HENRY. Practically Mother.

MARY. My goodness, all Henry can think about is Constance Marshall.

HENRY (off). Mother!

MRS. ALDRICH. Yes, Henry?

HENRY (off). Have you any idea where my trousers might be?

MR. ALDRICH. I thought you were all dressed?

HENRY. I am, Father, all but my trousers. And they seem to be missing.

MRS. ALDRICH. Where did you wear them last?

HENRY. I think it was when I went to the movies.

MARY. Don't tell me you left your trousers at the movies.

HENRY. Mary, please. This is no time to be funny.

MRS. ALDRICH. Wear your brown trousers, dear.

HENRY. But, Mother, Connie doesn't like those.

MR. ALDRICH. Henry, I'm going to give you exactly two minutes in which to get down to this table.

HENRY. Even if I can't find them?

MR. ALDRICH. Yes, sir!

VI. Have students participate in the following activities:

1. Pretend that you are selling popcorn, peanuts, etc. at a circus. There is a great deal of excitement around you; therefore you have to yell to be heard above the din.
2. You are an umpire calling the balls at a baseball game.

MARY. My goodness, all Henry can think about is Constance Marshall.

HENRY (off). Mother!

MRS. ALDRICH. Yes, Henry?

HENRY (off). Have you any idea where my trousers might be?

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HENRY. Even if I can't find them?

MR. ALDRICH. Yes, sir!

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1. Pretend that you are selling popcorn, peanuts, etc. at a circus. There is a great deal of excitement around you; therefore you have to yell to be heard above the din.

2. You are an umpire calling the balls at a baseball game.

3. You are rebuilding a house. Suddenly you warn your partner to watch out for a falling beam.

4. You are warning a family that the house is on fire,

5. You are sailing in your boat. Suddenly something happens to the sail and you are stranded in the middle of the ocean. Coming towards you is another boat. You are to signal to let them know that you need their help.

6. Your father is sleeping. You are saying goodnight to your mother at 1 a.m.

7. You are attending a solemn meeting. You turn to your friend and ask him if he is ready to leave.

ASSIGNMENT: Either find in a book which you have read, or make up a situation in which you speak 1. softly;
2. loudly.

3. Before we read this play let's see how much expression you can get in the following lines.

1. Rage: The Steward says, "Ice, ice, ice! Damn him and damn the ice!"

2. Fear: Ben whispers, "Sssh! He'll hear ye."

3. Sadness: Ben mournfully exclaims "She used to be awful nice to me before - she got like she is."

4. Grim satisfaction: The Steward states, "Well! Aye, 'tis the only thing they can do, and serve him right after the manner he's treated them."

Probably the best way for the students to

3. You are rebuilding a house. Suddenly you warn your partner to watch out for a falling beam.

4. You are warning a family that the house is on fire.

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ALL THE WORLD'S A STAGE

LESSON III

TIME: 45 minutes.

PURPOSE: To develop oral skills by reading a one-act play.

ACTIVITIES: 1. Have students give examples of speaking situations which they did for their assignment.

2. Teacher's introduction:

The play format is probably the best medium that any writer may use for reproducing life situations in the most realistic form, for in this truly realistic style we can actually feel the problem that man faces and watch the way that he solves it. In the one-act play, "Ile," by Eugene O'Neill we see a Captain Keeney who is obsessed by the idea of returning with a full cargo of "ile." Like many, his greatest struggle or conflict is with himself-his pride in his record as the captain of a whaler and his consideration for his wife. We are going to read this play to find out two things: 1. What is Captain Keeney's final decision? and 2. What is the outcome?

3. Before we read this play let's see how much expression you can get in the following lines.

1. Rage: The Steward says, "Ice, ice, ice! Damn him and damn the ice!"

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3. Before we read this play let's see how much expression you can get in the following lines.

1. Rags: The Steward says, "Ice, ice, ice!"
"Damn him and damn the ice!"2. Fear: Ben whispers, "Sash! He'll hear ye."3. Sadness: Ben mournfully exclaims "She never be awful nice to me before - she got like she is."4. Grim satisfaction: The Steward states, "Mutiny? Aye, 'tis the only thing they can do, and nerve him right after the manner he's treated them."

Probably the best way for the students to

participate in this introductory exercise is for the student to give his interpretation of each line. After everyone had had a chance to participate, allow students to choose whomever they feel is suited for a particular part.

4. Choose people to play the following parts:

The Steward

Ben

Captain Keeney

Slocum, The Second Mate

Mrs. Keeney

Joe, A Sailor

5. While the teacher is describing the setting, have one of the students draw a diagram of it on the board.
6. The scene opens in the captain's cabin on board a steam whaling ship, "Atlantic Queen." The compartment is about eight feet high, with a skylight in the center looking out on the poop deck. On the left a long bench with rough cushions is built in against the wall. In front of the bench is a table. Over the bench are several portholes. In the rear, left, is a door leading to the captain's sleeping quarters. To the right of the door is a small organ. On the right, to the rear, is a marble-topped sideboard. On the sideboard is placed a woman's sewing basket. Farther forward is a doorway leading to the companionway, and past the officers' quarters to the main deck.
7. Have one of the students read the following material which can serve as an introduction to the play:

There is no rolling of the ship, and the light which comes through the skylight is sickly and faint, indicating one of those gray days when ocean and sky are alike dead. The silence is unbroken except for the measured tread of someone walking up and down the poop deck overhead.

participate in this introductory exercise is for the student to give his interpretation of each line. After everyone had a chance to participate, allow students to choose whenever they feel is suited for a particular part.

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Steward, The Second Mate
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7. Have one of the students read the following material which can serve as an introduction to the play:

There is no rolling of the ship, and the light which comes through the skylight is steady and faint, indicating one of those gray days when ocean and sky are alike dead. The silence is unbroken except for the measured tread of some one walking up and down the poop deck overhead.

It is nearing two bells--one o'clock--in the afternoon of a day in the year 1895. At the rise of the curtain there is a moment of intense silence. Then the Steward enters and commences to clear the table of the few dishes which still remain on it after the Captain's dinner. He is an old, grizzled man dressed in dungaree pants, a sweater, and a woolen cap with ear-flaps. His manner is sullen and angry. He stops stacking the plates and casts a quick glance upward at the skylight; then tiptoes over to the closed door in the rear and listens with his ear pressed against the crack. What he hears makes his face darken and he mutters a furious curse. There is a noise from the doorway on the right and he darts back to the table.

Ben enters. He is an overgrown, gawky boy with a long, pinched face. He is dressed in sweater, fur cap, etc. His teeth are chattering with the cold and he hurries to the stove, where he stands for a moment shivering, blowing on his hands, slapping them against his sides, on the verge of crying. The steward speaks in relieved tones after seeing who it is.....

8. Have the students read the play.

ASSIGNMENT: Answer the following questions based upon the play, "Ile."

1. What is the conflict in "Ile?"
2. How does the dramatist create the mood of utter depression?
3. What is the final outcome of the struggle?
4. How do you account for the effect of the voyage on Mrs. Keeney and the failure of the same situation to affect similarly the other characters in the play?

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8. Have the students read the play.

ASSIGNMENT: Answer the following questions based upon the play, "Life."

1. What is the conflict in "Life?"
2. How does the dramatist create the mood of utter depression?
3. What is the final outcome of the struggle?
4. How do you account for the effect of the voyage on Mrs. Kearney and the failure of the same situation to affect similarly the other characters in the play?

ALL THE WORLD'S A STAGE

LESSON IV

TIME: 45 minutes.

PURPOSE: To read a play for the purpose of finding the conflict.

ACTIVITIES: 1. Discuss the questions given for the previous assignment.

2. Vocabulary study. Follow the same procedure which was stated in some of the other units.

Agrarian

Homicide

Querulously

Blanched

3. Teacher's introduction to the play, "Spreading The News."

Today we are going across the seas to the Emerald Isle to visit with some Irish farmers who are holding their annual fair. We are going to meet another kind of conflict this time. While we are reading about these people, when you think that you know what the conflict is, raise your hand.

4. Choose people for the following:

Bartley Fallon
Mrs. Fallon
Jack Smith
Shawn Early
Tim Casey

James Ryan
Mrs. Tarpey
Mrs. Tully
Joe Muldoon
Magistrate

5. As this play takes place among the Irish, we should practice speaking like them before reading. The teacher should demonstrate the following, then allow students to practice.

"She was delayed with her washin'; bleachin' the clothes on the hedge she is, and she daren't leave them, with all the tinkers that do be passin' to the fair. It isn't to the fair I came myself, but up to the Five Acre

ALL THE WORLD'S A STAGE

LESSON IV

TIME: 45 minutes.

PURPOSE: To read a play for the purpose of finding the conflict.

ACTIVITIES: 1. Discuss the questions given for the previous assignment.

2. Vocabulary study. Follow the same procedure which was stated in some of the other units.

Agrarian
Homicide
Questionably
Blanchard

3. Teacher's introduction to the play, "Spreading The News."

Today we are going across the seas to the Emerald Isle to visit with some Irish farmers who are holding their annual fair. We are going to meet another kind of conflict this time. While we are reading about these people, when you think that you know what the conflict is, raise your hand.

4. Choose people for the following:

James Ryan	Bartley Fallon
Mrs. Farney	Mrs. Fallon
Mrs. Kelly	Jack Smith
Joe Muldoon	Shawn Early
Magistrate	Tim Casey

5. As this play takes place among the Irish, we should practice speaking like them before reading. The teacher should demonstrate the following, then allow students to practice.

"She was delayed with her washing; blanching the clothes on the hedge she is, and she hasn't leave them, with all the tinkers that do be passing to the fair. It isn't to the fair I came myself, but up to the five acres

Meadow I'm going, where I have a contract for the hay. We'll get a share of it into tramps today."

TIME: 45 minutes
PURPOSE: Reading
6. This scene opens at the outskirts of a fair. Joe Muldoon and the Magistrate approach Mrs. Tarpey, who is almost deaf, sitting by her apple stall.

ACTIVITIES: 7. Have students read.

ASSIGNMENT: 1. Use the vocabulary words which were discussed at the beginning of the play in sentences.

2. What is the conflict of the play, "Spreading The News"?

3. What did you learn about the Irish people through your reading?

3. Have students sing this song to get the true flavor of the Welsh people. The song can be found in The Golden Book of Favorite Songs, P. 41.

4. Vocabulary study. Follow the same procedure as mentioned in previous units. These words are necessary for the understanding of the setting.

Ingle.....	Fireplace
Boke.....	A projection on the side of a fireplace, its top serving as a shelf
Settle.....	A long seat with a high back
Luster.....	A glaze applied to porcelain in a thin layer, giving it a glistening surface.
Plitch.....	A side of bacon
Lattice.....	Open work of wood, formed by crossing or interlacing strips.

5. Have the students read silently the setting for

Meadow I'm going, where I have a contract for the day. We'll get a share of it into traps today."

6. This scene opens at the outskirts of a fair. Joe Muldoon and the Magistrate approach Mrs. Tarpey, who is almost dead, sitting by her apple stall.

7. Have students read.

ASSIGNMENT: 1. Use the vocabulary words which were discussed at the beginning of the play in sentences.

2. What is the conflict of the play, "Spreading The News"?

3. What did you learn about the Irish people through your reading?

ALL THE WORLD'S A STAGE

LESSON V

TIME: 45 minutes.

PURPOSE: Reading silently to follow directions.

ACTIVITIES: 1. Discuss the customs of the Irish people based upon the reading of "Spreading The News."

2. Teacher's introduction to the play, "Welsh Honeymoon."

Yesterday we learned about some of the beliefs and customs of the Irish people. The Welsh people also are superstitious, prone to believe in legends, and are very musical. The famous song, "All Through The Night," is based upon an Welsh air and is most representative of their musical ability.

3. Have students sing this song to get the true flavor of the Welsh people. The song can be found in The Golden Book of Favorite Songs, P. 41.
4. Vocabulary study. Follow the same procedure as mentioned in previous units. These words are necessary for the understanding of the setting.

Ingle.....	Fireplace
Hobs.....	A projection on the side of a fireplace, its top serving as a shelf
Settle.....	A long seat with a high back
Luster.....	A glaze applied to porcelain in a thin layer, giving it a glistening surface.
Flitch.....	A side of bacon
Lattice.....	Open work of wood, formed by crossing or interlacing strips.

5. Have the students read silently the setting for

ALL THE WORLD'S A STAGE

LESSON V

TIME: 45 minutes.

PURPOSE: Reading silently to follow directions.

- ACTIVITIES: 1. Discuss the customs of the Irish people based upon the reading of "Spreading The News."
2. Teacher's introduction to the play, "Welsh Honey-moon."

Yesterday we learned about some of the beliefs and customs of the Irish people. The Welsh people also are superstitious, prone to believe in legends, and are very musical. The famous song, "All Through The Night," is based upon an Welsh air and is most representative of their musical ability.

3. Have students sing this song to get the true flavor of the Welsh people. The song can be found in The Golden Book of Favorite Songs, p. 41.

4. Vocabulary study. Follow the same procedure as mentioned in previous units. These words are necessary for the understanding of the setting.

ingie..... Fireplace
Hobs..... A projection on the side of a fireplace, its top serving as a shelf
Settle..... A long seat with a high back
Luster..... A glaze applied to porcelain in a thin layer, giving it a glistening surface.
Fitted..... A side of bacon
Lattice..... Open work of wood, formed by crossing or interlacing strips.

5. Have the students read silently the setting for

"Welsh Honeymoon" which is on pp. 217-218 in Cohen's One-Act Plays.

6. Have students follow the directions which are given in their reading and draw a diagram of the set for this play.
7. Ask them to choose parts which will be acted out during the following class period.

Vavasour Jones
 Catherine Jones, his wife
 Eilir Morris, nephew of Vavasour Jones
 Mr. Morgan, the baker
 Howell Howell, the milliner
 Student Director
 Property Man
 Someone to read the introduction to set the stage

ASSIGNMENT: I. Read the play, "Welsh Honeymoon," to answer the following:

1. How do you account for the happiness of Vavasour and Kats during the year preceding the opening of the play?
2. What is your prophecy as to the future happiness of these two people?

II. If you have a part, study carefully your lines, especially the stage directions.

III. The property man should set the stage as well as possible before the class begins and also take care of any sound effects.

IV. The student director should study carefully the stage directions. It is his responsibility to direct the actors' following these suggestions.

"Welsh Honeycomb" which is on pp. 217-218 in
Cohen's One-Act Plays.

6. Have students follow the directions which are
given in their reading and draw a diagram of
the set for this play.

7. Ask them to choose parts which will be acted
out during the following class period.

Vavasour Jones
Catherine Jones, his wife
Ellis Morris, nephew of Vavasour Jones
Mr. Morgan, the baker
Howell Howell, the milliner
Student Director
Property Man
Someone to read the introduction to set the
stage

ASSIGNMENT: I. Read the play, "Welsh Honeycomb," to answer the
following:

1. How do you account for the happiness of
Vavasour and Keta during the year preceding
the opening of the play?

2. What is your prophecy as to the future
happiness of these two people?

II. If you have a part, study carefully your lines,
especially the stage directions.

III. The property man should set the stage as well
as possible before the class begins and also
take care of any sound effects.

IV. The student director should study carefully the
stage directions. It is his responsibility to
direct the actors' following these suggestions.

ALL THE WORLD'S A STAGE

LESSON VI

TIME: 45 minutes.

PURPOSE: To develop oral skills by giving a class production of the play, "Welsh Honeymoon."

ACTIVITIES: 1. Have students choose the best diagram of the set for "Welsh Honeymoon." This can be displayed during the play performance.

2. Check with property man to see if everything is ready.

3. Have the chosen person read the introduction to set the mood.

At the rise of the curtain, the windows of the kitchen are closed; the fire is burning brightly, and two candles are lighted on the mantelpiece. Vavasour Jones, about thirty-five years old, dressed in a striped vest, and with swallowtails behind and trimmed with brass buttons, and somewhat tight trousers down to his boot tops, is standing by the open door at the right looking out anxiously on the glittering, rain-wet flagstone street and calling after someone.

4. Have students act out parts with the student director taking charge.

ASSIGNMENT: Write one paragraph neatly with ink on white paper using one of the following topic sentences:

1. Today's lesson taught me several things.

2. From acting out a part in "Welsh Honeymoon" I learned several things.

3. Several pertinent points were brought out in today's lesson - acting out a one-act play.

ALL THE WORLD'S A STAGE

LESSON VI

TIME: 45 minutes.

PURPOSE: To develop oral skills by giving a class production of the play, "Welsh Honeymoon."

ACTIVITIES: 1. Have students choose the best diagram of the set for "Welsh Honeymoon." This can be displayed during the play performance.

2. Check with property man to see if everything is ready.

3. Have the chosen person read the introduction to set the mood.

At the rise of the curtain, the windows of the kitchen are closed; the fire is burning brightly, and two candles are lighted on the mantelpiece. Vavasour Jones, about thirty-five years old, dressed in a striped vest, and with swallowtail behind and trimmed with brass buttons, and somewhat tight trousers down to his boot tops, is standing by the open door at the right looking out anxiously on the glittering, rain-wet flagstone street and calling after someone.

4. Have students act out parts with the student director taking charge.

ASSIGNMENT: Write one paragraph neatly with ink on white paper using one of the following topic sentences:

1. Today's lesson taught me several things.

2. From acting out a part in "Welsh Honeymoon" I learned several things.

3. Several pertinent points were brought out in today's lesson - acting out a one-act play.

ALL THE WORLD'S A STAGE

LESSON VII

TIME: 45 minutes.

PURPOSE: To develop oral skills by participating in a choral reading of poetry.

- ACTIVITIES:
1. Discuss the question: What experience did you get out of producing "Welsh Honeymoon" in class?
 2. Lately we have been reading and acting out plays; let's try another oral experience today.
 3. Give students mimeographed sheets with the poems--"Casey Jones," "The Three Sailors," and "Beth Gelert."
 4. Direct the students to read silently the first poem--"Casey Jones."
 5. Use the following as an introduction to choral reading. We are going to read orally to find out what happened to an old-time railroad engineer. When we took parts in a play only a few participated. In choral reading everyone can take part. What suggestions do you have for dividing this poem so that we can all share some oral experience? A possible way might be to have a narrator, Casey Jones, The Fireman, Mrs. Jones, and everyone reading the chorus.
 6. Have students read orally "Casey Jones."
 7. To show them that poetry can be fun when read in this manner let them read "The Three Sailors" by William Makepeace Thackeray. Follow the same procedure as the first reading, allowing the suggestions to come from the students. A possible suggestion is to have three people taking the parts of the three sailors.
 8. As an introduction to the last poem "Beth Gelert" by William Robert Spencer use the following: We have sung a song based upon an old Welsh air, read a play based upon their superstitions;

ALL THE WORLD'S A STAGE

ALISON VII

Time: 45 minutes.

PURPOSE: To develop oral skills by participating in a dramatized reading of poetry.

- ACTIVITY:
1. Discuss the question: What experience did you get out of producing "Welsh Homestead" in class?
 2. Discuss how we have been reading and acting out plays; let's try another oral experience together.
 3. Give students mimeographed sheets with the poems--"Gassy Jones," "The First Ballad," and "John Calvert."
 4. Direct the students to read silently the first poem--"Gassy Jones."
 5. Use the following as an introduction to dramatized reading. We are going to read orally to find out what happens to an old-time ballad. In the past, when we took part in a play, only a few people participated. In dramatized reading, everyone can take part. What suggestions do you have for dividing this poem so that we can all share some oral experience? A possible way might be to have a narrator, Gassy Jones, the farmer, Mrs. Jones, and everyone reading the other parts.
 6. Have students read orally "Gassy Jones."
 7. To show them that poetry can be fun when read in this manner, let them read "The Farmer's Ballad" by William Shakespeare. Follow the same procedure as the first reading, allowing the suggestions to come from the students. A possible suggestion is to have three people reading the parts of the three ballads.
 8. As an introduction to the last poem "John Calvert" by William Robert, spend time in the following: we have some songs based upon an old ballad. Let's play around with their suggestions.

today we are going to read together a poem based upon an old legend which took place many years ago in the same Welsh village as the setting of the play, "Welsh Honeymoon."

9. As this poem is more difficult than the other two a possible procedure might be for the teacher to read and annotate it for the students before discussing an approach to the choral reading. Another way might be for the students to read the poem silently and ask questions. After the students have decided how they wish the poem to be divided for choral reading, have them read it following their desired manner.

ASSIGNMENT: Answer the following questions:

1. What lessons did you learn from reading these two poems?
2. What benefit did you get from reading the poems orally?

CHORUS

Casey Jones! Going to reach Frisco,
Casey Jones! If we'll all be dead,
Casey Jones! Going to reach Frisco,
We're going to reach Frisco, but we'll all be dead.

Casey pulled up that Reno rail,
He tooted for the crossing; it was awful shrill.
The switchmen knew by the engine's moans
That the man at the throttle was Casey Jones.

He pulled up within two miles of the place;
Number Four stared him right in the face;
Turned to the fireman, said, "Boy, you'd better jump,
'Cause there's two locomotives that's going to bump."

today we are going to read together a poem based upon an old legend which took place many years ago in the same Welsh village as the setting of the play, "Welsh Honey-moon."

9. As this poem is more difficult than the other two a possible procedure might be for the teacher to read and annotate it for the students before discussing an approach to the choral reading. Another way might be for the students to read the poem silently and ask questions. After the students have decided how they wish the poem to be divided for choral reading, have them read it following their desired manner.

ASSIGNMENT: Answer the following questions:

1. What lessons did you learn from reading these two poems?
2. What benefit did you get from reading the poems orally?

CHORUS CASEY JONES

Come all you rounders if you want to hear
The story of a brave engineer.
Casey Jones was the rounder's name,
On the six-eight wheeler he won fame.

The caller called Casey at half-past four;
He kissed his wife at the station door;
He mounted to the cabin with his orders in his hand,
And took a farewell trip to the promised land.

CHORUS

Casey Jones! Mounted to the cabin,
Casey Jones! With his orders in his hand,
Casey Jones! Mounted to the cabin
And took that farewell trip to the primised land.

"Put in your water and shovel in your coal;
Put your head out the window, watch them drivers roll,
I'll run her till she leaves the rail,
'Cause I'm eight hours late with that western mail."

He looked at his watch and his watch was slow;
He looked at the water and the water was low;
He turned to the fireman and then he said,
"We're going to reach Frisco, if we'll all be dead."

CHORUS

Casey Jones! Going to reach Frisco,
Casey Jones! If we'll all be dead.
Casey Jones! Going to reach Frisco,
We're going to reach Frisco, but we'll all be dead.

Casey pulled up that Reno hill,
He tooted for the crossing; it was awful shrill.
The switchman knew by the engine's moans
That the man at the throttle was Casey Jones.

He pulled up within two miles of the place;
Number Four stared him right in the face;
Turned to the fireman, said, "Boy, you'd better jump,
'Cause there's two locomotives that's going to bump."

CASEY JONES

Come all you rounders if you want to hear
The story of a brave engineer.
Casey Jones was the rounder's name,
On the six-eight wheeler he won fame.

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He mounted to the cabin with his orders in his hand,
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Casey Jones! Mounted to the cabin
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He looked at his watch and his watch was slow;
He looked at the water and the water was low;
He turned to the fireman and then he said,
"We're going to reach Frisco, if we'll all be dead."

CHORUS

Casey Jones! Going to reach Frisco,
Casey Jones! If we'll all be dead,
Casey Jones! Going to reach Frisco,
We're going to reach Frisco, but we'll all be dead.

Casey pulled up that Reno hill,
He toggled for the crossing; it was awful still.
The switchman knew by the engine's moans
That the man at the throttle was Casey Jones.

He pulled up within two miles of the place;
Number Four stared him right in the face;
Turned to the fireman, said, "Boy, you'd better jump,
'Cause there's two locomotives that's going to bump."

CHORUS

Casey Jones! Two locomotives!
 Casey Jones! That's a-going to bump!
 Casey Jones! Two locomotives!

Casey mumbled just before he died,
 "There's two more railroads that I'd like to ride."
 Fireman said, "What can they be?"
 "The Southern Pacific and the Santa Fe."

Mrs. Jones sat on her bed a-sighing,
 Just received a message that poor Casey was dying,
 Said, "Go to bed, Children, and hush your crying,
 'Cause you got another papa on the Salt Lake Line."

CHORUS

Mrs. Casey Jones! Got another papa!
 Mrs. Casey Jones! On the Salt Lake Line!
 Mrs. Casey Jones! Got another papa!
 You've got another papa on the Salt Lake Line.

THE THREE SAILORS

There were three sailors in Bristol city,
 Who took a boat and went to sea.

But first with beef and captains' biscuit,
 And pickled pork they loaded she.

There was guzzling Jack and gorging Jimmy,
 And the youngest he was little Bil-ly.

Now very soon they were so greedy,
 They didn't leave not one split pea.

Says guzzling Jack to gorging Jimmy,
 I am confounded hung-ery.

Says gorging Jim to guzzling Jacky,
 We have no wittles, so we must eat we.

Says guzzling Jack to gorging Jimmy,
 Oh! gorging Jim; what a fool you be.

CHORUS

Casey Jones! Two locomotives!
Casey Jones! That's a-going to bump!
Casey Jones! Two locomotives!

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"There's two more railroads that I'd like to ride."
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CHORUS

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Mrs. Casey Jones! On the Salt Lake line!
Mrs. Casey Jones! Got another papa!
You've got another papa on the Salt Lake line.

THE THREE SAILORS

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Who took a boat and went to sea.

But first with beef and captain's biscuit,
And pickled pork they loaded up.

There was Gussling Jack and Gorging Jimmy,
And the youngest he was little Billy.

Now very soon they were so greedy,
They didn't leave not one split pea.

Says Gussling Jack to Gorging Jimmy,
I am conformed hungry.

Says Gorging Jimmy to Gussling Jacky,
We have no vittles, so we must eat we.

Says Gussling Jack to Gorging Jimmy,
Oh! Gorging Jim; what a fool you be.

There's little Bill as is young and tender,
We're old and tough-so let's eat he.

Oh! Bill, we're going to kill and eat you,
So undo the collar of your chemie.

When Bill he heard this information,
He used his pocket-handkerchee.

Oh! let me say my catechism,
As my poor mammy taught to me.

Make haste, make haste, says guzzling Jacky,
Whilst Jim pulled out his snicker-snee.

So Bill went up the main top-gallant mast,
When down he fell on his bended knee.

He scarce had said his catechism,
When up he jumps; "There's land I see!

"There's Jerusalem and Madagascar,
And North and South Ameri-key.

"There's the British fleet a-riding at anchor,
With Admiral Napier, K. C. B."

So when they came to the Admiral's vessel,
He hanged fat Jack, and flogged Jim-my.

But as for little Bill, he made him
The captain of a Seventy-three.

BETH GELERT

The spearmen heard the bugle sound,
And cheerily smiled the morn;
And many a brach, and many a hound
Obeyed Llewellyn's horn.

And still he blew a louder blast,
And gave a lustier cheer,
"Come, Gelert, come, wert never last
Llewellyn's horn to hear.

There's little Bill as is young and tender,
We're old and tough-as let's eat be.

Oh! Bill, we're going to kill and eat you,
So undo the collar of your chemise.

When Bill he heard this information,
He used his pocket-handkerchieves.

Oh! let me say my catechism,
As my poor nanny taught to me.

Make haste, make haste, says grizzling Jacky,
Whilst Jim pulled out his snicker-snee.

So Bill went up the main top-gallant mast,
When down he fell on his benched knees.

He scarce had said his catechism,
When up he jumps; "There's land I see!"

"There's Jerusalem and Madagascar,
And North and South Ameri-key."

"There's the British fleet a-riding at anchor,
With Admiral Napier, K. C. B."

So when they came to the Admiral's vessel,
He hanged fat Jack, and flogged Jim-my.

But as for little Bill, he made him
The captain of a seventy-three.

BETH GELERT

The spearmen heard the bugle sound,
And cheerily smiled the morn;
And many a brace, and many a bound
Obed Niewellyn's horn.

And still he blew a louder blast,
And gave a lustier cheer,
"Come, Gelert, come, wert never last
Niewellyn's horn to hear."

"O where does faithful Gelert roam
 The flower of all his race;
 So true, so brave-a lamb at home,
 A lion in the chase?"

In sooth, he was a peerless hound,
 The gift of royal John;
 But now no Gelert could be found,
 And all the chase rode on.

That day Llewellyn little loved
 The chase of hart and hare;
 And scant and small the booty proved,
 For Gelert was not there.

Unpleased, Llewellyn homeward hied,
 When, near the portal seat,
 His truant Gelert he espied
 Bounding his lord to greet.

But when he gained the castle-door,
 Aghast the chieftan stood;
 The hound all o'er was smeared with gore;
 His lips, his fangs, ran blood.

Llewellyn gazed with fierce surprise;
 Unused such looks to meet,
 His favorite checked his joyful guise,
 And crouched, and licked his feet.

Onward, in haste, Llewellyn passed,
 And on went Gelert too;
 And still, where'er his eyes he cast,
 Fresh blood-gouts shocked his view.

O'erturned his infant's bed he found,
 With blood-stained covert rent;
 And all around the walls and ground
 With recent blood besprent.

He called his child-no voice replied-
 He searched with terror wild;
 Blood, blood he found on every side,
 But nowhere found his child.

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"O where does faithful Gelfert roam
The flower of all his race;
So true, so brave-a lamb at home,
A lion in the chase?"

In sooth, he was a peerless hound,
The gift of royal John;
But now no Gelfert could be found,
And all the chase rode on.

That day Llewellyn little loved
The chase of hart and hare;
And scant and small the booty proved,
For Gelfert was not there.

Unpleased, Llewellyn homeward fled,
When, near the portal seat,
His faithful Gelfert he espied
Bounding his lord to greet.

But when he gained the castle-door,
Against the chieftan stood;
The hound all o'er was smeared with gore;
His lips, his fangs, ran blood.

Llewellyn gazed with fierce surprise;
Unused such looks to meet,
His favorite checked his joyful guise,
And crouched, and licked his feet.

Onward, in haste, Llewellyn passed,
And on went Gelfert too;
And still, where'er his eyes he cast,
Fresh blood-gouts shocked his view.

O'erturned his infant's bed he found,
With blood-stained covert rent;
And all around the walls and ground
With recent blood besprent.

He called his child-no voice replied-
He searched with terror wild;
Blood, blood he found on every side,
But nowhere found his child.

"Hell-hound! my child's by thee devoured,"
 The frantic father cried;
 And to the hilt his vengeful sword
 He plunged in Gelert's side.

Aroused by Gelert's dying yell,
 Some slumber wakened nigh;
 What words the parent's joy could tell
 To hear his infant's cry!

Concealed beneath a tumbled heap
 His hurried search had missed,
 All glowing from his rosy sleep
 The cherub boy he kissed.

Nor scathe had he, nor harm, nor dread,
 But, the same couch beneath,
 Lay a gaunt wolf, all torn and dead,
 Tremendous still in death.

Ah, what was then Llewellyn's pain!
 For now the truth was clear;
 His gallant hound the wolf had slain
 To save Llewellyn's heir.

3. In the play, "A Night at an Inn," we are going to meet some sailors who have stolen something. They realize their error and are greatly in fear of what is going to happen to them. This play was on television a few years ago with Boris Karloff playing Klesh.

4. Before we begin the reading, we should observe some vocabulary words:

Dilapidated (gentlemen)

Futile (plans)

Devious (of Jim)

Recumbent (Toff)

Regascitate (The priests of Klesh)

"Hell-hound! my child's by thee devoured,"
The frantic father cried;
And to the hill his vengeful sword
He plunged in Geler's side.

Aroused by Geler's dying yell,
Some slumber wakened nigh;
What words the parent's joy could tell
To hear his infant's cry!

Concealed beneath a tumbled heap
His hurried search had missed,
All glowing from his rosy sleep
The cherub boy he kissed.

Nor acetic had he, nor harm, nor dread,
But, the same couch beneath,
Lay a giant wolf, all torn and dead,
Tremendous still in death.

Ah, what was then Llewellyn's pain!
For now the truth was clear;
His gallant hound the wolf had slain
To save Llewellyn's heir.

ALL THE WORLD'S A STAGE

LESSON VIII

TIME: 45 minutes.

PURPOSE: To develop oral skills by reading a play.

ACTIVITIES: 1. Discuss the questions given in the previous assignment.

2. Introduce "A Night At An Inn" by using the following:

1. Have you ever done something wrong that you were sorry for? Have you ever been afraid of retribution and felt the hot breath of vengeance on the nape of your neck?
2. What are some of your favorite T.V. and radio programs that make use of suspense? Can you tell briefly about a play which you have heard on the radio or seen on T.V. or the movies which, according to your opinion, really kept you in suspense?
3. In the play, "A Night At An Inn," we are going to meet some sailors who have stolen something. They realize their error and are greatly in fear of what is going to happen to them. This play was on television a few years ago with Boris Karloff playing Klesh.
4. Before we begin the reading, we should observe some vocabulary words:

Dilapidated (gentleman)

Futile (plans)

Demise (of Jim)

Recumbent (Toff)

Resuscitate (The priests of Klesh)

AND THE WORLD'S A STAGE

LESSON VIII

TIME: 45 minutes.

PURPOSE: To develop oral skills by reading a play.

ACTIVITIES: 1. Discuss the questions given in the previous assignment.

2. Introduce "A Night At An Inn" by using the following:

1. Have you ever done something wrong that you were sorry for? Have you ever been afraid of retribution and felt the hot breath of vengeance on the nape of your neck?

2. What are some of your favorite T.V. and radio programs that make use of suspense? Can you tell briefly about a play which you have heard on the radio or seen on T.V. or the movie which, according to your opinion, really kept you in suspense?

3. In the play, "A Night At An Inn," we are going to meet some sailors who have stolen something. They realize their error and are greatly in fear of what is going to happen to them. This play was on television a few years ago with Boris Karloff playing Klesh.

4. Before we begin the reading, we should observe some vocabulary words:

Displanted (gentleman)
Futile (plans)
Demise (of Jim)
Recumbent (Toll)
Reassessate (The priests of Klesh)

1. Have students write words into their notebooks.

2. Break them down for pronunciation.

TIME: 45 minutes.

3. Analyze meaning from the way word is used in context.

PURPOSE: To read orally a one-act play to understand the mood of the drama.

4. Assign people to play the following parts:

ACTIVITIES: 1. Discuss the questions stated in the previous assignment.

2. Today we are going to read a play that is different from the ones we have read before. There are several people in the play. We are going to find out the answers to the questions. The mother who is in the play is very important. She is a child-bearer. So you see there is very little action with the exception of the very short line.

5. Assign someone to set the scene by having someone read the following:

The curtain rises on a room in an inn. Sniggers and Bill are talking; The Toff is reading a paper. Albert sits a little apart from the others.

6. Have the students read the play, paying careful attention to the stage directions.

ASSIGNMENT: Answer the following:

1. How did the dramatist build suspense?

2. Explain Toff's last line, "I did not foresee it."

3. Choose people to play the following:

The Three Daughters
The Grandfather

1. Have students write words into their notebooks.
2. Break them down for pronunciation.
3. Analyse meaning from the way word is used in context.
4. Assign people to play the following parts:
 A. E. Scott-Forbes
 William Jones (Bill)
 Albert Thomas
 Jacob Smith (Sniggers)
 First Priest of Klesh
 Second Priest of Klesh
 Third Priest of Klesh
 Klesh
5. Assign someone to set the scene by having someone read the following:
 The curtain rises on a room in an inn. Sniggers and Bill are talking. The toll is reading a paper. Albert sits a little apart from the others.
6. Have the students read the play, paying careful attention to the stage directions.

ASSIGNMENT: Answer the following:

1. How did the dramatist build suspense?
2. Explain Toll's last line, "I did not foresee it."

ALL THE WORLD'S A STAGE

LESSON IX

TIME: 45 minutes.

PURPOSE: To read orally a one-act play to understand the mood of the dramatist.

- ACTIVITIES: 1. Discuss the questions stated in the previous assignment.
2. Today we are going to read a play that is different from the others. There are several people sitting in a room waiting to find out the answer to the question-Will the mother who is in another part of the house live or die in child-birth? So you see there is very little action with the exception of the very short lines that each of the characters utters. The author uses this device to give a rapid effect to reaching the climax without actual body movements of the characters.
3. The dramatist uses another device-symbolism-to make you read between the lines. When you see your flag, what does that symbolize or stand for to you? We also have other signs or symbols that stand for the same thing-the Statue of Liberty, Uncle Sam, and the bald eagle. Can you think of any other signs or symbols of things?
- In the play, "The Intruder," there is a blind grandfather. Although he can not actually see, he can perceive or understand the situation far better than any of the other people. There is also a lamp which is burning at the beginning of the scene, but at the end the lamp goes out, signifying the going out of life. There are many other signs to watch: The gardener sharpening his scythe, the effect of the clock's striking midnight, the silence, even the title, "The Intruder"; all are significant of something.
3. Choose people to play the following:

The Three Daughters
The Grandfather

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ALL THE WORLD'S A STAGE

LESSON IX

TIME: 45 minutes.

PURPOSE: To read orally a one-act play to understand the mood of the dramatist.

ACTIVITIES: 1. Discuss the questions stated in the previous assignment.

2. Today we are going to read a play that is different from the others. There are several people sitting in a room waiting to find out the answer to the question--Will the mother who is in another part of the house live or die in child-birth? So you see there is very little action with the exception of the very short lines that each of the characters utters. The author uses this device to give a rapid effect to reaching the climax without actual body movements of the characters. The dramatist uses another device--symbolism--to make you read between the lines. When you see your flag, what does that symbolize or stand for to you? We also have other signs or symbols that stand for the same thing--the Statue of Liberty, Uncle Sam, and the bald eagle. Can you think of any other signs or symbols of things? In the play, "The Intruder," there is a blind grandfather. Although he can not actually see, he can perceive or understand the situation far better than any of the other people. There is also a lamp which is burning at the beginning of the scene, but at the end the lamp goes out, signifying the going out of life. There are many other signs to watch: The grander sharpening his scythe, the effect of the clock's striking midnight, the silence, even the title, "The Intruder"; all are significant of something.

3. Choose people to play the following:

The Three Daughters
The Grandfather

The Father
The Uncle
The Servant

4. Have a student read the following material to set the scene.

The scene opens on a dimly lighted room in an old country house. There is a door on the right, a door on the left, and a small concealed door in a corner. At the back are stained glass windows in which the color green predominates. There is a glass door opening on to a terrace. In the corner stands a Dutch clock. A lamp is lighted.

5. Have the students read the play.

ASSIGNMENT: Answer the following:

1. What is the mood of the play?
2. How does the dramatist create the mood?
3. What are some of the symbols and for what do they stand?
4. What is the effect of the short speeches given by the characters?

5. What are some of the ways that a dramatist can build suspense?

6. Use the following words in sentences.

Agrarian	Dilapidated
Homicide	Fatigue
Querulously	Denial
Blanching	Recusant
Flit	Reconcile
Lattice	Hob
Ingle	Settle
	Luster

ASSIGNMENT: Review all the plays plus the vocabulary words for a test.

The Father
The Uncle
The Servant

4. Have a student read the following material to set the scene.

The scene opens on a dimly lighted room in an old country house. There is a door on the right, a door on the left, and a small concealed door in a corner. At the back are stained glass windows in which the color green predominates. There is a glass door opening on to a terrace. In the corner stands a Dutch clock. A lamp is lighted.

5. Have the students read the play.

ASSIGNMENT: Answer the following:

1. What is the mood of the play?
2. How does the dramatist create the mood?
3. What are some of the symbols and for what do they stand?
4. What is the effect of the short speeches given by the characters?

ALL THE WORLD'S A STAGE

LESSON X

TIME: 45 minutes

PURPOSE: To review for a unit test on "All The World's A Stage."

ACTIVITIES: 1. Use the questions in the previous assignments as a basis for reviewing "The Intruder."
Add the following: What is the fundamental difference between the Grandfather and The Uncle?

2. What is meant by a conflict?
What conflicts exist in the following plays: "Ile," "Spreading The News," "Welsh Honeymoon," and "A Night At An Inn"?

3. What is meant by the setting?
Give the setting of the plays which we have studied.
Why is it absolutely necessary for the dramatist to establish clearly the setting of his play for the reader?

4. What do we mean by the mood?
Discuss the mood of each of the plays.

5. What are some of the ways that a dramatist can build suspense?

6. Use the following words in sentences.

Agrarian	Dilapidated
Homicide	Futile
Querulously	Demise
Blanched	Recumbent
Flitch	Resuscitate
Lattice	Hobs
Ingle	Settle
	Luster

ASSIGNMENT: Review all the plays plus the vocabulary words for a test.

ALL THE WORLD'S A STAGE

LESSON X

TIME: 45 minutes

PURPOSE: To review for a unit test on "All The World's A Stage."

ACTIVITIES: 1. Use the questions in the previous assignments as a basis for reviewing "The Interlude." Add the following: What is the fundamental difference between the Grandfather and the Uncle?

2. What is meant by a conflict? What conflicts exist in the following plays: "The Interlude," "The News," "The Honey-moon," and "A Night At An Inn"?

3. What is meant by the setting? Give the setting of the plays which we have studied. Why is it absolutely necessary for the dramatist to establish clearly the setting of his play for the reader?

4. What do we mean by the mood? Discuss the mood of each of the plays.

5. What are some of the ways that a dramatist can build suspense?

6. Use the following words in sentences.

- | | |
|-------------|--------------|
| Disgraced | Aggravated |
| Futile | Homicide |
| Demise | Quarrelously |
| Recurrent | Blasphemy |
| Resuscitate | Flit |
| Hops | Lattice |
| Settle | Ingulf |
| Luster | |

ASSIGNMENT: Review all the plays plus the vocabulary words for a test.

UNIT TEST ON ALL THE WORLD'S A STAGE

LESSON XI

I. Underline the word that best fits the meaning.

1. Agrarian crime. (1) captial, (2) relating to land, (3) relating to gold, (4) unforgivable, (5) inspired by a mob.
2. A dilapidated gentleman. (1) ruined by neglect, (2) sophisticated, (3) polished, (4) overaffectionate, (5) intoxicated.
3. Futile plans. (1) ambitious, (2) secret, (3) useless, (4) hopeful, (5) visionary.
4. The demise of Jim. (1) desertion, (2) death, (3) imprisonment, (4) capture, (5) conviction.
5. Speaking querulously. (1) urgently, (2) inquiringly, (3) fretfully, (4) indistinctly, (5) abusively.
6. He was sitting on the settle. (1) high stool, (2) tri-legged stool, (3) settee, (4) high-backed seat, (5) chair.
7. There's a good deal of homicide. (1) manslaughter, (2) home-burning, (3) suffering, (4) want, (5) self-destruction.
8. His face is blanched. (1) discolored, (2) black and blue, (3) exalted, (4) shamed, (5) pale.
9. The recumbent Toff. (1) reclining, (2) stiff, (3) talkative, (4) reserved, (5) overburdened.
10. We are going to resuscitate them. (1) cut off the head of, (2) subject to trial, (3) search, (4) make young again, (5) restore to life.

II. Match the following characters with the correct play.

- | | |
|-------------------------|-------------------------|
| 1. Bartley Fallon | A. "The Intruder" |
| 2. Vavasour Jones | B. "Ile" |
| 3. The Grandfather | C. "A Night At An Inn" |
| 4. Captain David Keeney | D. "Welsh Honeymoon" |
| 5. Magistrate | E. "Spreading The News" |

UNIT TEST ON ALL THE WORLD'S A STAGE

LESSON XI

I. Underline the word that best fits the meaning.

1. Aggravate crime. (1) capital, (2) relating to land, (3) relating to gold, (4) unforfeitable, (5) inspired by a mob.
2. A dissipated gentleman. (1) ruined by neglect, (2) sophisticated, (3) polished, (4) overflectionate, (5) intoxicated.
3. Frill plans. (1) ambitious, (2) secret, (3) useless, (4) hopeful, (5) visionary.
4. The demise of Jim. (1) desertion, (2) death, (3) imprisonment, (4) capture, (5) conviction.
5. Speaking querulously. (1) urgently, (2) indignantly, (3) fretfully, (4) indistinctly, (5) abusively.
6. He was sitting on the settle. (1) high stool, (2) tri-legged stool, (3) settee, (4) high-backed seat, (5) chair.
7. There's a good deal of homicide. (1) manslaughter, (2) home-burning, (3) suffering, (4) want, (5) self-destruction.
8. His face is blanched. (1) discolored, (2) black and blue, (3) excited, (4) ashamed, (5) pale.
9. The recumbent Toff. (1) reclining, (2) stiff, (3) talkative, (4) reserved, (5) overburdened.
10. We are going to reanesthetize them. (1) cut off the head of, (2) subject to trial, (3) search, (4) make young again, (5) restore to life.

II. Match the following characters with the correct play.

- | | |
|-------------------------|-------------------------|
| 1. Bartley Fallon | A. "The Intruder" |
| 2. Vavasour Jones | B. "Life" |
| 3. The Grandfather | C. "A Night At An Inn" |
| 4. Captain David Kenney | D. "Welsh Homecoming" |
| 5. Magistrate | E. "Spreading The News" |

6. Klesh
7. A. E. Scott-Fortesque
8. Jack Smith
9. Catherine
10. Sniggers

III. Define the following terms and give an illustration of each one by referring directly to one of the plays which we have studied.

1. Mood
2. Setting
3. Conflict
4. Symbolism

IV. What is the lesson that the poet is trying to give you in "Beth Gelert"?

V. Write one paragraph in which you use the following topic sentence:

From this unit, "All The World's A Stage," I obtained a great deal.

3. To write a paragraph based upon a topic sentence.

4. To develop certain skills by dramatizing scenes from the play, The Merchant Of Venice.

5. To develop skills by reading orally.

6. To prepare for the purpose of answering specific questions.

II. STUDENT ACTIVITIES:

1. Read the play -- The Merchant Of Venice.

2. Answer specific questions based upon the reading matter.

3. Learn vocabulary based upon specific scenes.

4. Learn technical terms based upon the play form.

5. Act out various scenes from The Merchant Of Venice.

6. Act out revised form of the Sand Pile.

7. Write a paragraph based upon character portrayal of one of the people in The Merchant Of Venice, by using

6. Klash
7. A. E. Scott-Forsythe
8. Jack Smith
9. Catherine
10. Sniggers

III. Define the following terms and give an illustration of each one by referring directly to one of the plays which we have studied.

1. Mood
2. Setting
3. Conflict
4. Symbolism

IV. What is the lesson that the poet is trying to give you in "Beth Geier"?

V. Write one paragraph in which you use the following topic sentence:

From this unit, "All The World's A Stage," I obtained a great deal.

UNIT - 8 - ALL THAT GLITTERS IS NOT GOLD

I. GENERAL OBJECTIVES:

1. To gain power in the expression of thought through speaking and writing.
2. To gain power in the reception of thought through reading and listening.
3. To become familiar with significant literature.
4. To acquire ideals adequate for successful living.
5. To possess an habitual vision of greatness.

II. SPECIFIC OBJECTIVES:

1. To read for the purpose of answering specific questions.
2. To develop vocabulary by seeing words in context.
3. To write a paragraph based upon a topic sentence.
4. To develop certain skills by dramatizing scenes from the play, The Merchant Of Venice.
5. To develop skills by reading orally.
6. To listen for the purpose of answering specific questions.

III. STUDENT ACTIVITIES:

1. Read the play -- The Merchant Of Venice.
2. Answer specific questions based upon the reading matter.
3. Learn vocabulary based upon specific scenes.
4. Learn technical terms based upon the play form.
5. Act out various scenes from The Merchant Of Venice.
6. Act out revised form of the Bond Plot.
7. Write a paragraph based upon character portrayal of one of the people in The Merchant Of Venice, by using

UNIT - 8 - ALL THAT GLITTERS IS NOT GOLD

I. GENERAL OBJECTIVES:

1. To gain power in the expression of thought through speaking and writing.
2. To gain power in the reception of thought through reading and listening.
3. To become familiar with significant literature.
4. To acquire ideals adequate for successful living.
5. To possess an abiding vision of greatness.

II. SPECIFIC OBJECTIVES:

1. To read for the purpose of answering specific questions.
2. To develop vocabulary by seeing words in context.
3. To write a paragraph based upon a topic sentence.
4. To develop certain skills by dramatizing scenes from the play, The Merchant Of Venice.
5. To develop skills by reading orally.
6. To listen for the purpose of answering specific questions.

III. STUDENT ACTIVITIES:

1. Read the play -- The Merchant Of Venice.
2. Answer specific questions based upon the reading matter.
3. Learn vocabulary based upon specific scenes.
4. Learn technical terms based upon the play form.
5. Act out various scenes from The Merchant Of Venice.
6. Act out revised form of the Bond Plot.
7. Write a paragraph based upon character portrayal of one of the people in The Merchant Of Venice, by using

specific topic sentence.

8. Listen to answer specific questions while a scene from The Merchant Of Venice is being read.

IV. SOURCES OF MATERIAL TO BE CONSULTED BY STUDENTS:

TEXT: The Merchant Of Venice..... William Shakespeare

- V. TIME: 13 days including the evaluation.

Teacher should include the following material in her introduction to The Merchant Of Venice.

1. The city of London that Shakespeare knew.
2. Queen Elizabeth and her influence over the English people.
3. The people of Shakespeare's day, their customs, likes, dislikes, etc.
4. The theater in Shakespeare's day, types of plays, actors, Globe Theater (show students wooden model or picture).
5. Introduces the play by carefully explaining that it has been a best seller since 1600. Because our language is a living and growing one, influenced constantly by usage, new words are being introduced or old words are growing out of fashion and becoming obsolete. As Shakespeare's vocabulary may at first seem strange. There are notes which will give you an explanation of some of the words. Also the material will be explained carefully in class.
6. Conditions in Venice at the time of the play, the professional money lenders, the merchants, the government, the position of the Jewish people.
7. Before we begin reading a play, there are certain terms that we should know. Copy the following words into your notebook:

LESSON PLANS FOR
ALL THAT GLITTERS IS NOT GOLD

LESSON I

TIME: 45 minutes.

PURPOSE: To stimulate interest by providing an introduction to The Merchant Of Venice.

ACTIVITIES: Teacher should include the following material in her introduction to The Merchant Of Venice.

1. The city of London that Shakespeare knew.
2. Queen Elizabeth and her influence over the English people.
3. The people of Shakespear's day, their customs, likes, dislikes, etc.
4. The theater in Shakespear's day, types of plays, actors, Globe Theater (Show students wooden model or picture).
5. Introduce the play by carefully explaining that it has been a best seller since 1596. Because our language is a living and growing one, influenced constantly by usage, new words are either being introduced or old ones are growing out of fashion and becoming obsolete. So Shakespeare's vocabulary may at first seem strange. There are notes which will give you an explanation of some of the words; also the material will be explained carefully in class.
6. Conditions in Venice at the time of the play, the professional money lenders, the merchants, the government, the position of the Jewish people.
7. Before we begin reading a play, there are certain terms that we should know. Copy the following words into your notebooks:

LESSON PLAN FOR

ALL THAT BITTERS IS NOT GOLD

LESSON I

TIME: 45 minutes.

PURPOSE: To stimulate interest by providing an introduction to The Merchant of Venice.

ACTIVITIES: Teacher should include the following material in her introduction to The Merchant of Venice.

1. The city of London that Shakespeare knew.
2. Queen Elizabeth and her influence over the English people.
3. The people of Shakespeare's day, their customs, likes, dislikes, etc.
4. The theater in Shakespeare's day, types of plays, actors, stage theater (show students wooden model or picture).
5. Introduce the play by carefully explaining that it has been a best seller since 1588. Because our language is a living and growing one, influenced constantly by usage, new words are either being introduced or old ones are growing out of fashion and becoming obsolete. So Shakespeare's vocabulary may at first seem strange. There are notes which will give you an explanation of some of the words; also the material will be explained carefully in class.
6. Conditions in Venice at the time of the play, the professional money lenders, the merchants, the government, the position of the Jewish people.
7. Before we begin reading a play, there are certain terms that we should know. Copy the following words into your notebook:

Actors	Plot
Antagonist	Protagonist
Climax	Stage Directions
Comedy	Aside
Conflict	Entrance
Dramatis Personae	Exeunt
Motivation	Setting
Tragedy	Unity

ASSIGNMENT: Look up the meanings of these terms in one of the school dictionaries. Put the meaning beside of the word in your notebook.

2. Give the following outline to the students which they will put into their notebooks.

Street in Venice - Bond Story

Act I, Scene I

Act I, Scene III

Portia's House - Casket Story

Act I, Scene II

Act II, Scene I

Act II, Scene VII

Act II, Scene IX

Act III, Scene II

Act III, Scene IV

Street in Venice - Jewel Story

Act II, Scene V

Act II, Scene VI

Act III, Scene I

Court of Justice - Bond Story

Act IV, Scene I

Act IV, Scene II

Garden at Belmont - Ring Story

Act V, Scene I

3. As each plot is begun students can be directed to write the names of the characters involved in each section of the outline.

4. Introduce the Bond Plot by giving the following summary of Act I, Scene I.

Pilot
Protagonist
Stage Directions
Aside
Entrance
Exeunt
Setting
Unity

Actors
Antagonist
Climax
Comedy
Conflict
Dramatic Personae
Motivation
Tragedy

ASSIGNMENT: Look up the meanings of these terms in one of the school dictionaries. Put the meaning beside of the word in your notebook.

THE CLIMAX

THE CLIMAX

ALL THAT GLITTERS IS NOT GOLD

LESSON II

TIME: 45 minutes.

PURPOSE: To read to answer specific questions based upon Act I, Scene I from The Merchant Of Venice.

ACTIVITIES: 1. Review the terms given in the previous less, pointing to the various places in the play where these may be found.

2. Give the following outline to the students which they will put into their notebooks.

Street in Venice - Bond Story

Act I, Scene I

Act I, Scene III

Portia's home - Casket Story

Act I, Scene II

Act II, Scene I

Act II, Scene VII

Act II, Scene IX

Act III, Scene II

Act III, Scene IV

Street in Venice - Jessica Story

Act II, Scene V

Act II, Scene VI

Act III, Scene I

Court of Justice - Bond Story

Act IV, Scene I

Act IV, Scene II

Garden at Belmont - Ring Story

Act V, Scene I

3. As each plot is begun students can be directed to write the names of the characters involved in each section of the outline.

4. Introduce the Bond Plot by giving the following summary of Act I, Scene I.

ALL THAT GILLES IS NOT GOLD

LESSON II

TIME: 45 minutes.

PURPOSE: To read to answer specific questions based upon Act I, Scene I from The Merchant of Venice.

ACTIVITIES: 1. Review the terms given in the previous lesson, pointing to the various places in the play where these may be found.

2. Give the following outline to the students which they will put into their notebooks.

Shylock in Venice - Bond Story
Act I, Scene I
Act I, Scene III

Portia's home - Casket Story
Act I, Scene II
Act II, Scene I
Act II, Scene VII
Act II, Scene IX
Act III, Scene II
Act III, Scene IV

Shylock in Venice - Justice Story
Act II, Scene V
Act II, Scene VI
Act III, Scene I

Court of Justice - Bond Story
Act IV, Scene I
Act IV, Scene II

Shylock at Belmont - Ring Story
Act V, Scene I

3. As each plot is begun students can be directed to write the names of the characters involved in each section of the outline.

4. Introduce the End Plot by giving the following summary of Act I, Scene I.

Antonio, the Merchant of Venice, is suffering from melancholy. He is a good friend, generous and openhearted, no ladies' man, and a hater of the Jewish usurers. As he lends money willingly, he is well-loved for his genuine good qualities. His friends, Salarino and Salanio feel that because he seems so thoughtful, he has become a boring conversationalist. Because of their courteous manners they are obliged to carry on a conversation until they can politely leave without hurting his feelings.

5. Allow students to begin their assignment.

ASSIGNMENT: Read Act I, Scene I to answer these questions:

1. Why is Antonio pensive?
2. What is Bassanio's request?
3. Why does he make this request?

(1) Teacher reads and explains Scene II.

ASSIGNMENT: Finish reading Act I, Scene II and answer the following questions:

1. What are the terms of the will which was left by Portia's father?
2. Who are some of her suitors?
3. What seems to be Portia's attitude towards them?

Antonio, the merchant of Venice, is suffering from melancholy. He is a good friend, generous and openhearted, no leader, man, and a master of the Jewish hebraic. As he lends money willingly, he is well-loved for his generous good qualities. His friends, Bassanio and Salanio feel that because he seems so cheerful, he has become a boring conversationalist. Because of their courteous manners they are obliged to carry on a conversation until they can politely leave without hurting his feelings.

2. Allow students to begin their assignment.

ASSIGNMENT: Read Act I, Scene 1 to answer these questions:

1. Why is Antonio pessimistic?
2. What is Bassanio's request?
3. Why does he make this request?

ALL THAT GLITTERS IS NOT GOLD

LESSON III

TIME: 45 minutes.

PURPOSE: To read for the purpose of answering specific questions.

ACTIVITIES: I. Discuss the following questions based upon Act I, Scene I of the Merchant Of Venice.

- A. When and where does the action of this scene take place?
- B. Why is Antonio so melancholy?
- C. Do his friends like him? Would you expect them to be loyal to him if he should have trouble?
- D. How do we learn that Bassanio is his special friend, while the others are mere acquaintances?
- E. What does Bassanio consider necessary in order to woo Portia in the finest way possible?
- F. What do you enjoy in Bassanio's description of Portia?
- G. In what state are Antonio's affairs at this time?

II. Teacher reads and annotates Scene II.

ASSIGNMENT: Finish reading Act I, Scene II and answer the following questions:

1. What are the terms of the will which was left by Portia's father?
2. Who are some of her suitors?
3. What seems to be Portia's attitude towards them?

ALL THAT REMAINS IS NOT GOLD

LASSON III

TIME: 45 minutes

PURPOSE: To test for the purpose of answering specific questions.

ACTIVITIES: I. Discuss the following questions based upon Act I, Scene I of The Merchant of Venice.

- A. When and where does the action of this scene take place?
- B. Why is Antonio so melancholy?
- C. Do his friends like him? Would you expect them to be loyal to him if he should have troubles?
- D. How do we learn that Bassanio is his special friend, while the others are mere acquaintances?
- E. What does Bassanio consider necessary in order to woo Portia in the finest way possible?
- F. What do you enjoy in Bassanio's description of Portia?
- G. In what state are Antonio's affairs at this time?

II. Teacher reads and summarizes Scene II.

ASSIGNMENT: Finish reading Act I, Scene II and answer the following questions:

1. What are the terms of the will which was left by Portia's father?
2. Who are some of her suitors?
3. What seems to be Portia's attitude towards them?

ALL THAT GLITTERS IS NOT GOLD

LESSON IV

TIME: 45 minutes.

PURPOSE: To develop vocabulary by using words in context in Act I, Scene III.

- ACTIVITIES: I. Discuss the following questions based upon Act I, Scene II.
- A. Who is Nerissa?
 - B. Contrast her with Portia.
 - C. What are the terms of the will which Portia's father left?
 - D. What does Portia think of her suitors?
 - E. What does Portia have to say about Bassanio?

II. Teacher's introduction to Act I, Scene III.

- A. Here are some words whose meanings we should understand before we read this scene. Have students copy words and meanings into their notebooks. As the material is read, the meanings of the words can be reviewed by seeing the word in context.

Bond A writing under seal by which a person binds himself to pay a certain sum on or before an appointed day.

Bondman A man slave.

Ducut A gold coin worth about \$2.25.

Gratis For nothing.

Gross Total of earnings.

Knave A boy servant.

Merciless Destitute of mercy and pity.

AND THAT NOTHING IS NOT SOLD

Lesson IV

Time: 45 minutes.

PURPOSE: To develop vocabulary by using words in context in Act I, Scene III.

ACTIVITY: I. Discuss the following questions based upon Act I, Scene III.

- A. Who is Mercutio?
- B. Contrast her with Portia.
- C. What are the terms of the will which Portia's father left?
- D. What does Portia think of her suitors?
- E. What does Portia have to say about Bassanio?

II. Teacher's introduction to Act I, Scene III.

A. Here are some words whose meanings we should understand before we read this scene. Have students copy words and meanings into their notebooks. As the material is read, the meanings of the words can be reviewed by seeing the word in context.

Bond A writing under seal by which a person binds himself to pay a certain sum on or before an appointed day.

Bonman A man alive.

Coat A gold coin worth about \$1.35.

Grave For mourning.

Gross Total of earnings.

Klave A day servant.

Merciless Devoid of mercy and pity.

Usance Interest paid for money.

Usurer One who lends money and takes interest for it.

B. Give the following introductory material:

Bassanio, you remember, has been searching for a loan so that he can woo the fair Portia in style. In his search he has come upon a professional money lender, Shylock. Shylock is a merciless usurer, yet he is surprized to find his enemy, Antonio, offering himself as a security. As this scene is being read, put yourself in Antonio's place. Could you do as much for a friend as he did for Bassanio?

C. The teacher reads Act I, Scene III and acts out the parts for the students.

ASSIGNMENT: If you were going to portray one of these people in the play, you should first understand what the person is like. Is he kind, generous, fun-loving, or greedy, cruel, and merciless? Tell me what he is like by writing a paragraph on a character portrayal of one of the people in The Merchant Of Venice. Choose one of the following as your topic sentence.

1. A man's character is often brought out by his actions.
2. The person I admire the most in The Merchant Of Venice is _____.
3. The person I dislike the most in The Merchant Of Venice is _____.
4. If I could act out any part in The Merchant Of Venice, I would choose the character, _____, because _____.

Garance Interest paid for money.
Gunter One who lends money and takes
interest for it.

F. Give the following introductory material:

Bassanio, you remember, has been
searching for a loan so that he can woo the
fair Portia in Italy. In his search he has
come upon a professional money lender,
Shylock. Shylock is a merciless money lender, yet
he is surprised to find his enemy, Antonio,
offering himself as a security. As this
scene is being read, put yourself in
Antonio's place. Could you do as much for
a friend as he did for Bassanio?

G. The teacher reads Act I, Scene III and asks
out the parts for the students.

ASSIGNMENT: If you were going to portray one of these people
in the play, you should first understand what the
person is like. Is he kind, generous, law-loving,
or greedy, cruel, and merciless? Tell us what
he is like by writing a paragraph on a character
portrayed by one of the people in the Merchant Of
Venice. Choose one of the following as your
topic sentence.

1. A man's character is often proved out by
his actions.

2. The person I admire the most in the
MERCHANT OF VENICE is _____

3. The person I dislike the most in the
MERCHANT OF VENICE is _____

4. If I could act out any part in the
MERCHANT OF VENICE, I would choose the
character _____, because _____

ALL THAT GLITTERS IS NOT GOLDRevised Bond Plot
LESSON V

TIME: 45 minutes.

PURPOSE: To develop skills used in oral interpretation by means of acting out a revised version of the Bond Plot from The Merchant Of Venice.

- ACTIVITIES:
1. Allow students who wish read their paragraphs on the character portrayal. This material will provide means for brief discussion of the people who have appeared so far in the play.
 2. Give them the scripts on the revised form of the Bond Plot and let them choose the parts which they wish to portray.
 3. Give them time to look over their parts. The teacher can at this time circulate around the room, giving individual help to those who may have questions on pronunciation. There should be no difficulty understanding the format as it is similar to the material in their texts.
 4. Have students act out the revised scenes based upon the Bond Plot.

- ASSIGNMENT:
1. Answer the following question: What value did today's lesson in which you portrayed a part in the revised form of the Bond Plot have for you?
 2. Read Act II, Scene I of The Merchant Of Venice and answer this question: When the Prince of Morocco professes his love for Portia, what is her answer?

ALL THAT GLITTERS IS NOT GOLD

LESSON V

TIME: 45 minutes.

PURPOSE: To develop skills used in oral interpretation by means of acting out a revised version of the Bond Plot from The Merchant Of Venice.

- ACTIVITIES:
1. Allow students who wish read their paragraphs on the character portrayal. This material will provide means for brief discussion of the people who have appeared so far in the play.
 2. Give them the scripts on the revised form of the Bond Plot and let them choose the parts which they wish to portray.
 3. Give them time to look over their parts. The teacher can at this time circulate around the room, giving individual help to those who may have questions on pronunciation. There should be no difficulty understanding the format as it is similar to the material in their texts.
 4. Have students act out the revised scenes based upon the Bond Plot.
- ASSIGNMENT:
1. Answer the following questions: What value did today's lesson in which you portrayed a part in the revised form of the Bond Plot have for you?
 2. Read Act II, Scene I of The Merchant Of Venice and answer this question: When the Prince of Morocco professes his love for Portia, what is her answer?

THE MERCHANT OF VENICE

Revised form Of The Bond Plot

ACT I

Scene I

ANTONIO. I can't understand why I feel so sad and melancholy. What is the matter with me?

SALARINO. Your mind must be on the sea with your ships.

SALANIO. Believe me, if I had made such an investment as you I would be a nervous wreck, wondering what had happened to all of my ships.

SALARINO. Think of what would happen if the wind blew too hard, or if the boats became marooned in some shallow spot. Dangerous rocks might even tear the sides of the boats, scattering spices and silks into the water. Antonio, you're sad because you are thinking about your merchandise.

ANTONIO. No, that isn't so. I haven't invested all of my savings in one account this time.

SALARINO. Maybe you're in love.

ANTONIO. Phooey!

SALARINO. Then if you're not in love, and you aren't worried about your merchandise, maybe you're sad because you are not merry.

(Enter Bassanio, Lorenzo, and Gratiano.)

SALANIO. Here come Bassanio, Gratiano, and Lorenzo. We'll leave you with better company.

SALARINO. I would have stayed until I had made you happy if more worthy friends hadn't have come along.

ANTONIO. You know very well you are my dearest friends. I get it! You have to take care of your own business.

SALARINO. (Waving his hand to the newcomers) Good bye, noble lords!

BASSANIO. (Speaking to the men who are leaving) When shall we get together for a good time?

SALARINO. Whenever you say so; we'll be there.

(Exit Salarino and Salanio.)

LORENZO. My Lord Bassanio, as you have found Antonio, we'll leave you. You won't forget where we are having dinner tonight, will you?

BASSANIO. I'll be there; I promise.

GRATIANO. You don't look too well, Antonio. In fact, you have changed a great deal. Oh well, come Lorenzo, we must go.

LORENZO. We will see you at dinner time. I must be considered dumb, for Gratiano never lets me speak.

THE MERCHANT OF VENICE
Revised form of The Bond Plot

ACT I
Scene 1

ANTONIO. I can't understand why I feel so sad and melan-
choly. What is the matter with me?
SALARINO. Your mind must be on the sea with your ships.
SALARINO. Believe me, if I had made such an investment as
you I would be a nervous wreck, wondering what had happened to
all of my ships.
SALARINO. Think of what would happen if the wind blew too
hard, or if the boats became marooned in some shallow spot.
Dangerous rocks might even tear the sides of the boats, scatter-
ing spices and silk into the water. Antonio, you're sad be-
cause you are thinking about your merchandise.
ANTONIO. No, that isn't so. I haven't invested all of my
savings in one account this time.
SALARINO. Maybe you're in love.
ANTONIO. Phooey!
SALARINO. Then if you're not in love, and you aren't worried
about your merchandise, maybe you're sad because you are not
merry.
(Enter Bassanio, Lorenzo, and Gratiano.)
SALARINO. Here come Bassanio, Gratiano, and Lorenzo. We'll
leave you with better company.
SALARINO. I would have stayed until I had made you happy if
more worthy friends hadn't have come along.
ANTONIO. You know very well you are my dearest friends. I
get it! You have to take care of your own business.
SALARINO. (Waving his hand to the newcomers) Good bye,
noble lords!
BASSANIO. (Speaking to the men who are leaving) When shall
we get together for a good time?
SALARINO. Whenever you say so; we'll be there.
(Exit Salario and Gratiano.)
LORENZO. My lord Bassanio, as you have found Antonio, we'll
leave you. You won't forget where we are having dinner tonight,
will you?
BASSANIO. I'll be there; I promise.
GRATIANO. You don't look too well, Antonio. In fact, you
have changed a great deal. Oh well, come Lorenzo, we must go.
LORENZO. We will see you at dinner time. I must be con-
sidered dumb, for Gratiano never lets me speak.

GRATIANO. If you keep company with me two more years, you won't even know the sound of your own tongue.

(Exit Gratiano and Lorenzo.)

ANTONIO. Well now, that we are alone, who is this young lady you promised to tell me about?

BASSANIO. I guess you know that lately I have been living beyond my income. Now I am unhappy as I must curtail my expenses in order to pay my debts. To you, Antonio, I owe the most, not only in money but also in love. Because of this, I am going to let only you know how I can get free of the debts I owe.

ANTONIO. Let me hear what you have to say, and if it is as honorable as you are, I will do anything to help you.

BASSANIO. In Belmont there is a very beautiful girl by the name of Portia who has recently been left a fortune. Many have heard about her, for suitors from everywhere have come to ask her hand in marriage. Oh, Antonio, if I only had some money. I knew that I could win her.

ANTONIO. You know that right now my fortune is at sea, but go to Venice anyway and buy whatever you need. My credit is still good. In the meantime, I'll inquire from whom we can borrow a large sum of money.

(Exit Antonio and Bassanio.)

ACT III
Scene III

SHYLOCK. Three thousand ducats; well.

BASSANIO. Yes, sir, for three months.

SHYLOCK. For three months; well.

BASSANIO. For this sum Antonio shall be bound.

SHYLOCK. Antonio shall become bound; well.

BASSANIO. May I please hear your final answer?

SHYLOCK. I think I may take his bond, but I would like to speak to him.

BASSANIO. Fine. Why don't you have dinner with us?

SHYLOCK. I will buy with you, sell with you, talk with you, walk with you, etc., but I will not eat with you, drink with you, nor pray with you. Who is this person coming towards us?

(Enter Antonio.)

BASSANIO. This is Signior Antonio.

SHYLOCK. (Aside) I hate him for he is a Christian. But more than that I hate him for lending money as it brings down the rate of usance here in Venice. If I can only catch him at the right moment, I'll get even with him. (To Antonio) In the past you have called me misbeliever, cut-throat dog, and spat upon my Jewish gabardine. And now you have come to borrow

GRATIANO. If you keep company with me two more years, you won't even know the sound of your own tongue.

(Exit Gratiano and Lorenzo.)

ANTONIO. Well now, what we are alone, who is this young lady you promised to tell me about?

BASSANIO. I guess you know that lately I have been living beyond my income. Now I am unhappy as I must curtail my expenses in order to pay my debts. To you, Antonio, I owe the most, not only in money but also in love. Because of this, I am going to let only you know how I can get free of the debts I owe.

ANTONIO. Let me hear what you have to say, and if it is as honorable as you are, I will do anything to help you.

BASSANIO. In Belmont there is a very beautiful girl by the name of Portia who has recently been left a fortune. Many have heard about her, for suitors from everywhere have come to ask her hand in marriage. Oh, Antonio, if I only had some money, I knew that I could win her.

ANTONIO. You know that right now my fortune is at sea, but go to Venice anyway and buy whatever you need. My credit is still good. In the meantime, I'll inquire from whom we can borrow a large sum of money.

(Exit Antonio and Bassanio.)

ACT III Scene III

SHYLOCK. Three thousand ducats; well.

BASSANIO. Yes, sir, for three months.

SHYLOCK. For three months; well.

BASSANIO. For this sum Antonio shall be bound.

SHYLOCK. Antonio shall become bound; well.

BASSANIO. May I please hear your final answer?

SHYLOCK. I think I may take his bond, but I would like to

ask to him.

BASSANIO. Fine. Why don't you have dinner with us?

SHYLOCK. I will pay with you, sell with you, talk with you,

walk with you, etc., but I will not eat with you, drink with

you, nor pray with you. Who is this person coming towards us?

(Enter Antonio.)

BASSANIO. This is Signior Antonio.

SHYLOCK. (Aside) I hate him for he is a Christian. But

more than that I hate him for lending money as it brings down the rate of usance here in Venice. If I can only catch him at the right moment, I'll get even with him. (To Antonio) In the past you have called me misbeliever, cut-throat dog, and spat upon my Jewish gabardine. And now you have come to borrow

money from me. Go with me to a notary and seal me there your single bond. And if you do not repay me on said day, in said place, such sums as are expressed in the condition, you will have to suffer the forfeit. One pound of your flesh will be cut off and taken from any part of your body which I designate.

ANTONIO. I'll seal to such a bond, for in a couple of months, I'll get 9 times the value of the bond.

BASSANIO. Don't seal to such a bond for me. I'd rather live in poverty.

ANTONIO. (Pausing a moment) Yes, Shylock, I will seal unto this bond.

SHYLOCK. Then meet me at the notary's. I'll go and get the ducats and then I'll meet you later.

(Exit Shylock.)

BASSANIO. I don't care for this deal.

ANTONIO. It will be all right. My ships will be here a month before the bond is due.

(Exit Antonio and Bassanio.)

Laurelino is a young man who is having a difficult time as he is torn between his conscience and what he would really like to do. Suddenly an old blind man who is carrying a basket appears. It is old Gobbo, Laurelino's father, coming to visit his son, whom he has not seen for many months. Laurelino, who is feeling very pathetic, has some fun fooling his father and other gentlemen who ask directions.

3. Choose people for the following parts:

Laurelino
Gobbo
Bassanio
Leonardo
Antonio

4. Have students rehearse Act II, Scene II.

ASSIGNMENT: I. Answer the following question: What was the purpose of having Act II, Scene II in the play, The Merchant of Venice?

II. Read Act II, Scenes III, IV, V and answer these questions:

1. Why is Jessica, Shylock's daughter, sorry to see Laurelino go?

money from me. Go with me to a notary and seal me there your
single bond. And if you do not repay me on said day, in said
place, such sums as are expressed in the condition, you will
have to suffer the forfeit. One pound of your flesh will be
cut off and taken from any part of your body which I designate.
ANTONIO. I'll seal to such a bond, for in a couple of
months, I'll get 9 times the value of the bond.
BASSANIO. Don't seal to such a bond for me. I'd rather
live in poverty.
ANTONIO. (Pausing a moment) Yes, Shylock, I will seal unto
this bond.
SHYLOCK. Then meet me at the notary's. I'll go and get the
ducat and then I'll meet you later.
(Exit Shylock.)
BASSANIO. I don't care for this deal.
ANTONIO. It will be all right. My ships will be here a
month before the bond is due.
(Exit Antonio and Bassanio.)

ALL THAT GLITTERS IS NOT GOLD

LESSON VI

TIME: 45 minutes.

PURPOSE: To develop skills used in oral reading by sight-reading Act II, Scene II.

- ACTIVITIES: 1. Review the role of the fool in the Shakespearian theater, bringing out the fact that often many of the fools were more clever than some of the other characters.
2. As an introduction to Act II, Scene II, the following material is necessary.

In Venice Launcelot Gobbo, Shylock's servant, is trying to make up his mind to leave his master. He is having a dreadful time as he is torn between his conscience and what he would really like to do. Suddenly an old blind man who is carrying a basket appears. It is old Gobbo, Launcelot's father, coming to visit his son, whom he has not seen for many months. Launcelot, who is feeling very prankish, has some fun fooling his father and other gentlemen who ask directions.

3. Choose people for the following parts:

Launcelot
Gobbo
Bassanio
Leonardo
Gratiano

4. Have students sightread Act II, Scene II.

ASSIGNMENT: I. Answer the following questions- What was the purpose of having Act II, Scene II in the play, The Merchant Of Venice?

- II. Read Act II, Scenes III, IV, V and answer these questions:

1. Why is Jessica, Shylock's daughter, sorry to see Launcelot go?

ALL THAT GLITTERS IS NOT GOLD

LESSON VI

TIME: 45 minutes.

PURPOSE: To develop skills used in oral reading by sight-read-
ing Act II, Scene II.

ACTIVITIES: 1. Review the role of the fool in the Shakespearean
theater, bringing out the fact that often many
of the fools were more clever than some of the
other characters.

2. As an introduction to Act II, Scene II, the
following material is necessary.

In Venice Lancelot Gobbo, Shylock's ser-
vant, is trying to make up his mind to leave
his master. He is having a dreadful time as he
is torn between his conscience and what he
would really like to do. Suddenly an old
blind man who is carrying a basket appears. It
is old Gobbo, Lancelot's father, coming to
visit his son, whom he has not seen for many
months. Lancelot, who is feeling very grate-
ful, has some fun fooling his father and other
gentlemen who ask directions.

3. Choose people for the following parts:

- Lancelot
- Gobbo
- Bassanio
- Leonardo
- Gratiano

4. Have students sight-read Act II, Scene II.

ASSIGNMENT: I. Answer the following question - What was the
purpose of having Act II, Scene II in the play,
The Merchant of Venice?

II. Read Act II, Scenes III, IV, V and answer
these questions:

1. Why is Jessica, Shylock's daughter, sorry
to see Lancelot go?

2. What does she bid him do?

3. Explain the lines that Jessica says:
 "Alack, what heinous sin is it in me
 To be ashamed to be my father's child!
 But though I am a daughter to his blood,
 I am not to his manners."

4. What news does Lorenzo receive?

5. What do you think he is planning to do?

6. Where is Shylock going?

7. What directions does he give his daughter before he leaves?

8. What message does Launcelot give to Jessica?

INTERVIEW REPORT

1. The above is a copy of the interview report of the subject, who is a member of the Communist Party, USA, and is being furnished to you for your information.

2. The subject is a male, born [redacted], and is currently residing at [redacted].
3. The subject is a member of the Communist Party, USA, and is currently active in the [redacted] branch.
4. The subject is a member of the [redacted] branch, and is currently active in the [redacted] branch.
5. The subject is a member of the [redacted] branch, and is currently active in the [redacted] branch.
6. The subject is a member of the [redacted] branch, and is currently active in the [redacted] branch.
7. The subject is a member of the [redacted] branch, and is currently active in the [redacted] branch.
8. The subject is a member of the [redacted] branch, and is currently active in the [redacted] branch.
9. The subject is a member of the [redacted] branch, and is currently active in the [redacted] branch.
10. The subject is a member of the [redacted] branch, and is currently active in the [redacted] branch.

ALL THAT GLITTERS IS NOT GOLD

LESSON VII

TIME: 45 minutes.

PURPOSE: Reading to answer specific questions.

ACTIVITIES: 1. Use the questions which were stated in the previous lesson as a basis for discussing Act II, Scenes III, IV, and V.

2. Read and act out for the students Act III, Scene VI in which Lorenzo and his friends come for Jessica.

ASSIGNMENT: I. Read Act II, Scene VII to find out if the Prince of Morocco is successful in choosing the right casket.

II. Answer the following questions:

1. Name the three caskets and tell what the inscriptions are on each.

2. Which casket does the Prince of Morocco choose?

3. What does the casket contain?

IV. After this scene has been read, have everyone answer the questions on the board.

V. Have students read silently Act II, Scene II which takes place at Belmont. A second suitor - the Prince of Arragon - is about to try for Portia's hand. When they have finished reading, have them answer the following questions:

1. What are the three things the Prince of Arragon must observe?

2. Again relate the three inscriptions on the caskets.

3. What casket does he finally choose?

4. What does he find inside the casket of his choice?

ALL THAT GLITTERS IS NOT GOLD

LESSON VII

TIME: 45 minutes.

PURPOSE: Reading to answer specific questions.

ACTIVITIES: 1. Use the questions which were stated in the previous lesson as a basis for discussing Act II, Scenes III, IV, and V.

2. Read and act out for the students Act III, Scene VI in which Lorenzo and his friends come for Jessica.

ASSIGNMENT: 1. Read Act II, Scene VII to find out if the Prince of Morocco is successful in choosing the right casket.

II. Answer the following questions:

1. Name the three caskets and tell what the inscriptions are on each.

2. Which casket does the Prince of Morocco choose?

3. What does the casket contain?

ALL THAT GLITTERS IS NOT GOLD Portia?

LESSON VIII

TIME: 45 minutes.

PURPOSE: To develop skills used in reading orally and listening while a specific scene, Act II, Scene VIII, is being acted out.

- ACTIVITIES: I. Have the students act out the very short Scene VIII in which Salarino and Salanio are discussing the latest gossip in Venice.
- II. Write these questions on the board which students will answer when the selection is finished.
1. What has happened to Bassanio and Gratiano?
 2. What has happened to Jessica since we last saw her?
 3. How is Shylock these days?
 4. What news had a Frenchman given to Salarino?
- III. While the students are reading this scene, have the other people close their books and listen.
- IV. After this scene has been read, have everyone answer the questions on the board.
- V. Have students read silently Act II, Scene IX which takes place at Belmont. A second suitor - the Prince of Arragon - is about to try for Portia's hand. When they have finished reading, have them answer the following questions:
1. What are the three things the Prince of Arragon must observe?
 2. Again relate the three inscriptions on the caskets.
 3. What casket does he finally choose?
 4. What does he find inside the casket of his choice?

ALL THAT GLITTERS IS NOT GOLD

LESSON VIII

TIME: 45 minutes.

PURPOSE: To develop skills used in reading orally and listening while a specific scene, Act II, Scene VIII, is being acted out.

ACTIVITIES: I. Have the students act out the very short Scene VIII in which Salerio and Gratiano are discussing the latest gossip in Venice.

II. Write these questions on the board which students will answer when the selection is finished.

1. What has happened to Bassanio and Gratiano?

2. What has happened to Jessica since we last saw her?

3. How is Shylock these days?

4. What news had a Frenchman given to Salerio?

III. While the students are reading this scene, have the other people close their books and listen.

IV. After this scene has been read, have everyone answer the questions on the board.

V. Have students read silently Act II, Scene IX which takes place at Belmont. A second author - the Prince of Arragon - is about to try for Portia's hand. When they have finished reading, have them answer the following questions:

1. What are the three things the Prince of Arragon must observe?

2. Again relate the three inscriptions on the caskets.

3. What casket does he finally choose?

4. What does he find inside the casket of his choice?

5. Who finally appears to woo Portia?

ASSIGNMENT: I. Read Act III, Scene II. Three months have passed since the beginning of the play. Bassanio with his friend Gratiano has come to make his choice of the caskets. Until now Portia has cared nothing for the men who have sought her, although she would have carried out the plan stated in her father's will. Now she desires Bassanio with all her heart. In fact, as she is somewhat fearful that he will choose the wrong casket and she will lose him, she tries to make him wait awhile before he makes his selection.

II. Answer these questions based upon this scene.

1. How does Portia try to keep Bassanio from making his choice immediately?
2. Why doesn't he choose the gold or the silver casket?
3. What does the casket of his choice contain?
4. What gift does Portia give to Bassanio? What does she say as she presents this gift to him?
5. What news does Gratiano offer?
6. What new friends congregate at Portia's?
7. What news does Bassanio learn in his letter?
8. How does Portia prove herself to be a person of excellent character?

VI. Allow students to begin their assignment.

ASSIGNMENT: I. Read Scenes IV and V which will finish Act IV. As you remember Bassanio and Gratiano left their brides in a hurry to go to Antonio's aid. In the meantime, Portia has devised a plan of action which she must carry out secretly and in disguise.

5. Who finally appears to woo Fortia?

Read Act III, Scene II. Three months have passed since the beginning of the play. Bassanio with his friend Gratiano has come to make his choice of the caskets. Until now Fortia has cared nothing for the men who have sought her, although she would have carried out the plan stated in her father's will. Now she desires Bassanio with all her heart. In fact, as she is somewhat fearful that he will choose the wrong casket and she will lose him, she tries to make him wait while before she makes his selection.

ASSIGNMENT: I.

Answer these questions based upon this scene.

II.

1. How does Fortia try to keep Bassanio from making his choice immediately?
2. Why doesn't he choose the gold or the silver casket?
3. What does the casket of his choice contain?
4. What gift does Fortia give to Bassanio? What does she say as she presents this gift to him?
5. What news does Gratiano offer?
6. What new friends congratulate at Fortia's?
7. What news does Bassanio learn in his letter?
8. How does Fortia prove herself to be a person of excellent character?

ALL THAT GLITTERS IS NOT GOLD

LESSON IX

TIME: 45 minutes.

PURPOSE: To develop skills used in oral interpretation of literature while acting out Act III, Scene III from The Merchant Of Venice.

- ACTIVITIES:
- I. Use the questions in the preceding lesson based on Act III, Scene II, as a means for checking comprehension of material read.
 - II. Choose students to act out Scene III in which Shylock, feeling sure of his revenge, has had Antonio arrested for not paying his debt. The merchant, in charge of the jailer, has come with his friend Salarino to make a last plea for mercy, but Shylock is very stubborn.
 - III. Before the reading of this scene show by demonstrating how one can show stubbornness. Have students say such expressions as I won't; you will; no. To show pleading have students say please; you will, won't you?; be careful.
 - IV. Put one question on the board for the students to answer after they have listened to the reading of this scene.

Why is Shylock so eager to get his revenge?
 - V. Discuss the following after the scene has been acted out: Did the people reading their parts truly give you a feeling of stubbornness and pleading?
 - VI. Allow students to begin their assignment.

ASSIGNMENT: I. Read Scenes IV and V which will finish Act IV. As you remember Bassanio and Gratiano left their brides in a hurry to go to Antonio's aid. In the meantime, Portia has devised a plan of action which she must carry out secretly and in disguise.

ALL THAT GLITTERS IS NOT GOLD

LESSON IX

TIME: 45 minutes.

PURPOSE: To develop skills used in oral interpretation of literature while acting out Act III, Scene III from The Merchant Of Venice.

ACTIVITIES: I. Use the questions in the preceding lesson based on Act III, Scene II, as a means for checking comprehension of material read.

II. Choose students to act out Scene III in which Shylock, feeling sure of his revenge, has had Antonio arrested for not paying his debt. The merchant, in charge of the latter, has come with his friend Salario to make a last plea for mercy, but Shylock is very stubborn.

III. Before the reading of this scene show by demonstrating how one can show stubbornness. Have students say such expressions as I won't; you will; no. To show pleading have students say please; you will, won't you?; be careful.

IV. Put one question on the board for the students to answer after they have listened to the reading of this scene.

Why is Shylock so eager to get his revenge?

V. Discuss the following after the scene has been acted out: Did the people reading their parts truly give you a feeling of stubbornness and pleading?

VI. Allow students to begin their assignment.

ASSIGNMENT: I. Read Scenes IV and V which will finish Act III. As you remember Bassanio and Gratiano left their brides in a hurry to go to Antonio's aid. In the meantime, Portia has devised a plan of action which she must carry out secretly and in disguise.

II. Write the answers to these questions:

1. What duty does Portia give to Lorenzo?
2. Where are she and Nerissa going?
3. What does she bid her servant, Balthasar do?
4. Can you guess Portia's plan?
5. From your observance of the young couple what kind of marriage do you consider Jessica's and Lorenzo's? Base your answer upon specific incidents from the play.

II. Assign students to volunteer for the following:

The Duke	Clerk Of The Court
Antonio	Gratiano
Salerio	Doctor of Laws
Shylock	Doctor's Clerk
Bassanio	

III. Act IV, Scene I is one of the most exciting scenes from The Merchant of Venice. The Duke and all of the dignitaries are seated in the court of justice, ready to hear Shylock plead his case against Antonio. Antonio with his friends - Bassanio, Gratiano, and Salerio - are awaiting with fear the appearance of Shylock in the courtroom.

IV. As you read these parts put yourself in the place of Antonio. How would you feel if a pound of flesh were to be cut from your body? Or how would you react if this were happening to your best friend?

V. Refer to the model of the Globe Theater or draw a diagram on the board, pointing out the position of the various people during the scene.

VI. For those who will be listening write the following questions on the board:

1. How does Antonio react to Shylock's desire for revenge?
2. How does Bassanio react when Shylock refuses

II. Write the answers to these questions:

1. What duty does Fortie give to Lorenzo?
2. Where are she and Nerissa going?
3. What does she bid her servant, Balthazar, do?
4. Can you guess Fortie's plan?
5. From your observation of the young couple
What kind of marriage do you consider
Jessica's and Lorenzo's? Base your answer
upon specific incidents from the play.

ALL THAT GLITTERS IS NOT GOLD

LESSON X

TIME: 45 minutes.

PURPOSE: To act out Act IV, Scene I - the Court Scene from The Merchant Of Venice.

- ACTIVITIES: I. Use questions given in the previous assignment to check for comprehension of Act IV, Scenes IV and V.
- II. Allow students to volunteer for the parts of the following:

The Duke	Clerk Of The Court
Antonio	Gratiano
Salerio	Doctor of Laws
Shylock	Doctor's Clerk
Bassanio	

- III, Act IV, Scene I is one of the most exciting scenes from The Merchant of Venice. The Duke and all of the dignitaries are seated in the court of justice, ready to hear Shylock plead his case against Antonio. Antonio with his friends - Bassanio, Gratiano, and Salerio - are awaiting with fear the appearance of Shylock in the courtroom.

- IV. As you read these parts put yourself in the place of Antonio. How would you feel if a pound of flesh were to be cut from your body? Or how would you react if this were happening to your best friend?

- V. Refer to the model of the Globe Theater or draw a diagram on the board, pointing out the position of the various people during the scene.

- VI. For those who will be listening write the following questions on the board:

1. How does Antonio react to Shylock's desire for revenge?
2. How does Bassanio react when Shylock refuses

ALL THAT GLITTERS IS NOT GOLD

LESSON X

TIME: 45 minutes.

PURPOSE: To set out Act IV, Scene I - the Court Scene from The Merchant Of Venice.

ACTIVITIES: I. Use questions given in the previous assignment to check for comprehension of Act IV, Scenes IV and V.

II. Allow students to volunteer for the parts of the following:

The Duke	Clerk Of The Court
Antonio	Gratiano
Salerio	Doctor of Laws
Shylock	Doctor's Clerk
Bassanio	

III. Act IV, Scene I is one of the most exciting scenes from The Merchant Of Venice. The Duke and all of the dignitaries are seated in the court of justice, ready to hear Shylock plead his case against Antonio. Antonio with his friends - Bassanio, Gratiano, and Salerio - are awaiting with fear the appearance of Shylock in the courtroom.

IV. As you read these parts put yourself in the place of Antonio. How would you feel if a pound of flesh were to be cut from your body? Or how would you react if this were happening to your best friend?

V. Refer to the model of the Globe Theater or draw a diagram on the board, pointing out the position of the various people during the scene.

VI. For those who will be listening write the following questions on the board:

1. How does Antonio react to Shylock's desire for revenge?

2. How does Bassanio react when Shylock refuses

twice the amount of money which Antonio owes him?

3. What effect does Shylock create by whetting his knife during the trial scene?

4. How does the dramatist create suspense for you?

5. How do you account for a change in lawyers?

6. The Duke gave Shylock a chance to be merciful. How do you account for the fact that Portia, also, gives him a chance?

7. How does Portia obtain Shylock's faith in her?

8. When Bassanio and Gratiano offer to give up their wives whom they love dearly if Shylock would show mercy, how does Portia react?

9. How does the Doctor win the case?

10. Do you at any time feel sorry for Shylock during this trial?

11. What gift does Bassanio give to the Doctor for his services?

ASSIGNMENT: Have students complete the answers to the questions stated above.

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11. What gift does Bassanio give to the Doctor
for his services?

ASSIGNMENT: Have students complete the answers to the questions
stated above.

ALL THAT GLITTERS IS NOT GOLD

LESSON XI

TIME: 45 minutes.

PURPOSE: To read for the purpose of answering specific questions.

- ACTIVITIES: I. Use the questions given in the previous lesson as a basis for reviewing Act IV, Scene I.
- II. Discuss the following: What experience did you gain from acting out a part from The Merchant Of Venice? What experience did you gain from listening while the parts were being acted out by other class members?
- III. The teacher now reads and acts out the parts in the short Scene II which brings out the sense of humor of Portia and Nerissa over receiving the rings which they had given to their husbands as a bond of loyalty.
- IV. Before finishing the play it would be wise to review the several plots by referring to the outline used in Lesson #2. At this time you can show the students how one plot dovetails into another.
- V. Allow students to begin their assignment.

- ASSIGNMENT: I. Read Act V, Scene I.
It is a warm summer's night at Belmont and by the light of the moon which is now beginning to sink, Lorenzo and Jessica, who are completely happy, sit waiting for the return of Portia and Nerissa.
- II. Answer the following:
1. How do Lorenzo and Jessica hear about the return of Portia?
 2. How do they learn about Bassanio's return?
 3. How does Portia keep her husband from realizing that she had played the roll of the Doctor of Laws in the Courtroom?

ALL THAT GLITTERS IS NOT GOLD

LESSON XI

TIME: 45 minutes.

PURPOSE: To read for the purpose of answering specific questions.

ACTIVITIES: I. Use the questions given in the previous lesson as a basis for reviewing Act IV, Scene I.

II. Discuss the following: What experience did you gain from acting out a part from The Merchant of Venice? What experience did you gain from listening while the parts were being acted out by other class members?

III. The teacher now reads and acts out the parts in the short scene II which brings out the sense of humor of Portia and Nerissa over receiving the rings which they had given to their husbands as a bond of loyalty.

IV. Before finishing the play it would be wise to review the several plots by referring to the outline used in Lesson X. At this time you can show the students how one plot dovetails into another.

V. Allow students to begin their assignment.

ASSIGNMENT: I. Read Act V, Scene I.
It is a warm summer's night at Belmont and by the light of the moon which is now beginning to sink, Lorenzo and Jessica, who are completely happy, sit waiting for the return of Portia and Nerissa.

II. Answer the following:

1. How do Lorenzo and Jessica hear about the return of Portia?

2. How do they learn about Bassanio's return?

3. How does Portia keep her husband from realizing that she had played the roll of the Doctor of Laws in the Courtroom?

4. How do Portia and Nerissa tease their husbands? What do you think of their joking?

5. Does Bassanio ever learn that it was his wife who freed Antonio?

6. A true comedy is a play in which the main characters live happily ever after as they have overcome their obstacles. What happiness comes to:

Portia	Nerissa	Jessica
Bassanio	Gratiano	Lorenzo
	Antonio	

1. Are you more interested in characters than in action in this play?

2. Is Portia an ideal heroine?
Is Bassanio worthy of her?

3. Discuss the various conflicts that were in each plot. As each one is stated, have a student write it on the board.

4. Of all the characters, which one did you enjoy portraying the most? Why?

III. Discuss the "play terms" given in Lesson #1 by having students give specific references from the play where these terms could be applied.

ASSIGNMENT: Study the questions which you have copied into your notebooks plus the vocabulary words as a basis for preparing for the test on The Merchant Of Venice.

- 4. How do Fortia and Nerissa treat their husbands? What do you think of their joking?
- 5. Does Bassanio ever learn that it was his wife who freed Antonio?
- 6. A true comedy is a play in which the main characters live happily ever after as they have overcome their obstacles. What happiness comes to:

Fortia	Nerissa	Jessica
Bassanio	Gratiano	Lorenzo
	Antonio	

UNIT TEST ON ALL THAT GLITTERS IS NOT GOLD BASED UPON THELESSON XII
STORY OF THE MERCHANT OF VENICE

TIME: 45 minutes.

PURPOSE: To review The Merchant Of Venice for a test.

ACTIVITIES: I. Use the questions given in the previous assignment as a means of discussing Act V, Scene I.

II. For means of review ask the following:

1. Are you more interested in characters than in action in this play?

2. Is Portia an ideal heroine?
Is Bassanio worthy of her?

3. Discuss the various conflicts that were in each plot. As each one is stated, have a student write it on the board.

4. Of all the characters, which one did you enjoy portraying the most? Why?

III. Discuss the "play terms" given in Lesson #1 by having students give specific references from the play where these terms could be applied.

ASSIGNMENT: Study the questions which you have copied into your notebooks plus the vocabulary words as a basis for preparing for the test on The Merchant Of Venice.

2. The
3. The
4. Bel
5. Usurer
6. Dramatic Personae
7. Protagonist
8. Antagonist
9. Comedy
10. Climax
11. Conflict
12. Aside
13. Motivation

ALL THAT GLITTERS IS NOT GOLD

LESSON XII

TIME: 45 minutes.

PURPOSE: To review The Merchant Of Venice for a test.

ACTIVITIES: I. Use the questions given in the previous assignment as a means of discussing Act V, Scene I.

II. For means of review ask the following:

1. Are you more interested in characters than in action in this play?
2. Is Portia an ideal heroine?
Is Bassanio worthy of her?
3. Discuss the various conflicts that were in each plot. As each one is stated, have a student write it on the board.
4. Of all the characters, which one did you enjoy portraying the most? Why?

III. Discuss the "play terms" given in Lesson XI by having students give specific references from the play where these terms could be applied.

ASSIGNMENT: Study the questions which you have copied into your notebooks plus the vocabulary words as a basis for preparing for the test on The Merchant Of Venice.

UNIT TEST ON "ALL THAT GLITTERS IS NOT GOLD" BASED UPON THE

STUDY OF THE MERCHANT OF VENICE

LESSON XIII

- I. Complete the following sentences by choosing the right word.
- (Salanio, Antonio) was known as "The Merchant Of Venice.
 - (Bassanio, Gratiano) wished to borrow money so that he could woo a girl whom he admired.
 - A Venetian gentleman who was in love with Shylock's daughter was (Launcelot, Lorenzo).
 - One of Portia's suitors was (The Prince of Morroco, The Duke of Venice).
 - (Tubal, Shylock) was a merciless professional money lender.
 - The Doctor of Laws was really (Nerissa, Portia) in disguise.
 - The Doctor's clerk was (Nerissa, Jessica) in disguise.
- II. Match the numbers in column I with the letters in column II.

- I
- The gold casket
 - The silver casket
 - The lead casket
 - Belmont
 - Usurer
 - Dramatis Personae
 - Protagonist
 - Antagonist
 - Comedy
 - Climax
 - Conflict
 - Aside
 - Motivation

UNIT TEST ON "ALL THAT GLITTERS IS NOT GOLD" BASED UPON THE

STUDY OF THE MERCHANT OF VENICE

LESSON XIII

I. Complete the following sentences by choosing the right word.

1. (Salanio, Antonio) was known as "The Merchant Of Venice."
2. (Bassanio, Gratiano) wished to borrow money so that he could woo a girl whom he admired.
3. A Venetian gentleman who was in love with Shylock's daughter was (Lancelot, Lorenzo).
4. One of Portia's suitors was (The Prince of Morocco, The Duke of Venice).
5. (Tubal, Shylock) was a merciless professional money lender.
6. The Doctor of Laws was really (Nerissa, Portia) in disguise.
7. The Doctor's clerk was (Nerissa, Jessica) in disguise.

II. Match the numbers in column I with the letters in column II.

I

1. The gold casket
2. The silver casket
3. The lead casket
4. Belmont
5. Usurer
6. Dramatic Personae
7. Protagonist
8. Antagonist
9. Comedy
10. Climax
11. Conflict
12. Aside
13. Motivation

II

- A. The characters in a drama
- B. The highest peak of interest
- C. The act of providing an individual with an idea, need, emotion which prompts him to action
- D. Who chooseth me shall get as much as he deserves
- E. An adversary or opponent
- F. A remark which other players are not supposed to hear
- G. A drama of light character, usually having a happy ending
- H. The home of Portia
- I. Who chooseth me shall gain what many men desire
- J. One who takes the leading part in a drama
- K. A struggle between two opposing forces
- L. Who chooseth me must give and hazard all he hath
- M. One who lends money at a high rate of interest

III. Answer these questions carefully and completely

- 1. Relate briefly the Bond Plot.
- 2. How was Antonio freed from his bond?
- 3. What were the terms stated in Portia's father's will?
- 4. Account for Shylock's desire for revenge.
- 5. How does the theme - All that glitters is not gold fit into the plot?

IV. Using the following topic sentence - By participating in some of the scenes from the Merchant Of Venice I have learned several things - write one paragraph. Be sure that you have a title and a good concluding sentence which summarizes the points that you discussed.

II

- A. The characters in a drama
- B. The highest peak of interest
- C. The act of providing an individual with an idea, need, emotion which prompts him to action
- D. Who chooses me shall get as much as he deserves
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V. SUMMARY

The foregoing is a group of units based upon definite themes which the writer devised to provide many opportunities for developing the speech skills within the regular eleventh grade General English set-up. A program of this type seems advisable particularly as the regular, organized speech classes seldom reach the individuals who elect the General Course. It must be remembered, however, that the purpose of these units is to supplement rather than to take the place of the speech program.

The following is suggested for further research:

V. SUMMARY

1. The teaching of these units in the classroom.
2. A report on the results of each unit.
3. A further investigation in the field of integrating the speech skills with other subjects.

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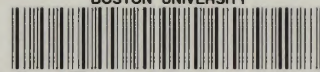
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